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ABSTRACT

This study sought to identify the roles and functions of the central children's library as performed in 27 urban library systems in the United States and two in Canada, and to determine how they have been affected by (1) changes in the central city, (2) changes in administrative patterns, and (3) priorities set in response to the financial problems of large urban centers. Findings, supported with 36 data tables, cover users of the central children's library, staffing, administrative patterns governing the central children's library, circulation and registration, collection and budgeting, reference and information, programming and promotion of services, and perceptions of roles and functions of the central children's library. Conclusions and recommendations are made concerning roles, staffs, functions, audiences, administrative organization, and further areas of study. Appended are tables that show the library systems studied, the tenure of respondents in their present positions, the professional background of the line supervisors, the ranking of user groups by children's librarians, a comparison of priorities for circulation and programming, the percentage changes in functions of the central children's libraries (1970-1975/76), and the first choice of children's library staff for service or program additions. A selected bibliography is included. (JD)

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THE CENTRAL CHILDREN'S LIBRARY

IN

METROPOLITAN PUBLIC LIBRARIES

by

Mae Benne

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PREFACE

This study grew out of an interest developed in working in county and regional libraries for many years, in teaching a course in public library services to children, and from discussions over the years with friends in children's services, library administration, faculty with a special interest in public libraries, and former students new to the profession. To all of these professional colleagues, I am deeply grateful.

The effect of the changes in the central city in the past decade, and rumors that central children's rooms were being closed over the country focused a rather amorphous interest in library administration as it affects children's services into a more manageable area for study: the role and functions of the central children's library in the mid-1970's. It is hoped that the lack of work experience in large urban libraries will be found to be compensated for, at least in part, by the relative lack of a preconception of their special problems and interrelationships.

The intent of the study was to elicit from the respondents information and views on a wide range of subjects including programs, services, administrative problems, and significant changes over the past six or seven years. There was no attempt to consider the quality or the effectiveness of the various services offered by the central children's library or to provide a list of service alternatives among which to choose. Perhaps this exploratory study may suggest other areas in children's services or in public library administration for further study.

This study would not have been possible without the support of a 1976-1977 Council on Library Resources Fellowship and professional leave from the University of Washington for the academic year, 1976-1977. The advantages of this combination of support are many, and it is hoped that there may be some small benefit, at least, to the profession and to the classroom in the years ahead. I am also grateful to the Director, Faculty, and Staff of the School of Librarianship, University of Washington for their encouragement, assistance, and willingness to assume extra responsibilities during the past year. For the tedious task of typing the final copy, special thanks are extended to Karen Ramzy of the Staff.

The pressures of travel, tight scheduling, and the Winter of 1976-77 were lightened by the cheerful cooperation, gracious hospitality, and interest found among the staff of the libraries included in this study. Their generous sharing of materials, including annual reports of the library, children's services, and the central children's library, as well as in-house reports affecting the central children's library, was invaluable in preparing the interview schedules and in broadening my understanding of the scope and problems of the children's library. I am also indebted to the respondents for their willingness to discuss issues and problems surrounding the central children's library, and for their flexibility in adjusting to the limitations of my travel schedule.

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CHARTS

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"I want to emphasize that many adults use this department--parents, teachers, college students, artists. It is necessary that the children's librarian have a broad knowledge of books, both adult and children's, in order to give professional help and advice; it is also imperative that she should have the sympathy to deal with all types of patrons--the serious black student or teacher, the hippie art student from Maryland Institute, the dowager from Roland Park, advertising men in search of ideas for their projects, as well as the shy, bewildered child confronted by a sea of books. All of these types and more come to the Children's Department and each person presents a problem that must be met individually and with genuine interest."

----By Beth Caples, in Children's Department,
Annual Report for Fiscal Year 1972/1973.,
Enoch Pratt Free Library.

INTRODUCTION

The objectives of this study were to identify the roles and functions of the central children's library as performed in 27 urban library systems in the United States and two in Canada, and to determine how these roles and functions have been affected by (1) changes in the central city, (2) changes in administrative patterns, and (3) by priorities set in response to financial problems affecting large urban centers.

An attempt was made to include only urban centers with a population rank in the first fifty cities. (Actually, the 27 American cities rank in the first thirty-three.) Other factors were (1) regional representation, (2) history of children's services from the central library, (3) administrative changes affecting children's services or the central children's library, (4) changes in the central city, and (5) budget reductions forcing the establishment of priorities. The year selected as the base for comparison was 1970, the time when reports of service curtailments and budget difficulties began to be reported with some regularity in the library press. A complete list of libraries appears in Appendix Table I.

PROCEDURES

Background information for each library was found in published histories and studies and in annual reports for the last decade as well as those covering the developing years of children's services. Each library was asked to provide statistical data on collection, circulation, reference use, and personnel changes over the past six years, and when available, copies of the last two published annual reports of the library. Several libraries also made available copies of recent annual reports of the central children's library and in-house studies on either the central library or children's services. All of these were extremely helpful in providing background for the development of the interview schedules. Because there were only minor changes in the interview schedules after testing in two libraries, responses from these libraries have been added to the data and are included in the final report.

Approximately six hours of interviewing time, usually ranging over a two-day period, was scheduled in each library. Appointments were made with the central

children's librarian, the children's coordinator, and the chief of the central library. In libraries that did not have a comparable position, interviews with staff who performed similar duties, or assumed at least some of the responsibilities, were scheduled whenever possible. In those libraries where the line supervisor for the central children's library was neither the children's coordinator nor the chief of the central library, the person who served in that capacity was also interviewed. Factual information was obtained from other staff, but data reflecting opinion was not used for comparative purposes.

CENTRAL CHILDREN'S LIBRARIAN

Among the several terms used for the facility in the central library with the responsibility for serving children are central children's room, central youth section, main children's department, and central boys' and girls' library. For the purpose of this study, the term, central children's library, will be used. Two libraries have developed a children's literature department with an emphasis on adult services. However, these departments will also be referred to as central children's libraries with notation made whenever the distinction is significant.

CHIEF, CENTRAL LIBRARY

The title given the supervisor of the facility which houses the central children's library varies considerably among the libraries. In addition, two have a somewhat different situation from the others. In one, the central children's library is housed in a regional library which also includes several other system departments and provides an intermediary service between the branches and the research library. In the other, most of the subject departments formerly housed in the central library have moved to temporary quarters, leaving behind the popular collections, the audio-visual department, and the central children's library with its rather sizable historical collection. Although the supervisors of these two buildings have line responsibility for the central children's library, overall relationships and problems may differ from those found in a facility serving as a system's reference and research center in all subject fields. The term, chief of the central library, will include all variations of this position.

Another system depends upon a metropolitan-supported research/reference center, thus permitting the city to develop a strong system of regional and branch

libraries. The central children's library with its notable historical collection has remained as a branch in the city system, although its collection is indexed in the metropolitan center's catalog. Once directly across the street, the research/reference center has recently moved to new quarters, leaving the central children's library without an adult collection to complement its research and reference collections. Although supervisory staff were interviewed in this system, little, if any, data are included because no one assumes a position comparable to that of a supervisor of the central library.

CHILDREN'S COORDINATOR

The term, children's coordinator, is used generally to designate the specialist who has staff or line responsibility for children's services in a number of public outlets. In many systems, the responsibilities of this position have undergone many changes. Among the questions that arose during the course of the interviews were "Is collection responsibility an essential part of this position?" and "If a committee assumes a major part of the responsibility normally assigned a children's coordinator, can it be said that the system has no coordinator?" There is an obvious distinction between a system coordinator and a branch coordinator whose responsibilities are limited to extension or branch agencies. The difference between a juvenile materials specialist and a branch children's services specialist when they appear in one system is rather easy to discern. However, in some systems the branch children's consultant also has responsibilities for selection, and in another the juvenile materials specialist provides leadership for staff training and other services normally provided by a system coordinator. The materials specialist in another system provides some reference service when the question involves a contemporary title and various other assistance under the direction of the chief of branch services. In the latter situation, responsibilities for service policies, community contacts, programs, etc. are assumed by a children's committee with a membership of branch children's librarians. In this library, the interview normally held with the children's coordinator was conducted with a committee composed of the chief of branch services, the materials specialist, and a senior member of the children's committee. Unlike other systems without a children's coordinator's position, the children's committee, together with the materials specialist, have assumed leadership in collection development and in promoting relationships with city-wide groups. Therefore, the responses from this committee have been included with those systems that have

a branch children's coordinator.

For the purpose of this study, a children's coordinator's position will be said to be present if the incumbent has responsibilities for children's services given from a majority of the agencies within the system, represents children's services to the public, takes an aggressive role in the promotion of services, and has at least some responsibility for collections whether in selection or in formulating policies for selection and development. The term, branch children's coordinator, will be used for the coordinator who has no responsibility for the central children's library, but only when it is necessary to distinguish between this position and that of a system children's coordinator. In all other situations, the term, children's coordinator, will be used for variants in both categories.

USERS OF THE CENTRAL CHILDREN'S LIBRARY

In most libraries the central children's library has two distinct audiences: those who live in the area adjacent to the central library and those who come into the central city either regularly or occasionally. Nearly a third of the libraries have a rather sizable resident population for whom they assume a branch responsibility for school visits, programs, etc. In one city the population adjacent to the central library is high-income, high-educational level; in three others it appears to be predominately middle class. The rest, including isolated pockets of resident population in the remaining two-thirds, can be described as low-economic level and poorly educated. The central children's library often serves as an unofficial day care center after school, a role usually accepted as inevitable in a changing society. Approximately half of the central libraries are situated in what could be called the commercial-business district, while nearly a third are located within a civic or cultural center. In a few cities young professional people, usually childless, are reported to be moving back to the central city.

Central children's librarians were asked to make an estimation, unless a recent user study had been done, of the proportion of adult use to children's use. Fifteen estimated that adults were in the majority if tour groups were excluded; ten ranked children first, but for several the difference was slight, and three judged the use to be about equally divided. From the user study completed by one library--to assess the effect of evening hours--the adult and juvenile use was equally divided in both day and evening hours.

Changes within the family have had their effect on how and when children use libraries. Children of working parents are dependent on their caretakers, be they individuals or institutions to bring them to the library during the day. Children in the central library during the week day are likely to be there as part of a group--day care, elementary school class--while family use is high on weekends. Several of the libraries with Sunday afternoon hours report that more than half of the circulation in the children's library occurs on the weekends.

Other factors which determine use have been identified as: (1) availability of parking, (2) cost and convenience of public transportation, (3) hazards in the

city environment, (4) public service hours, (5) strength of the branch program, (6) library services and programs offered, and (7) conveniences and attractions in the central city.

Central children's librarians were asked to give their impressions of the changes in use made by certain user groups and of specific services and materials.

TABLE I
CHANGES IN USE BY GROUPS
1970-1976-77*

Groups N-28	Increased	Decreased	Unchanged	Don't Know
Children	6	12	8	2
Parents	20	2	4	2
Teachers	16	4	8	0
Community Agencies/ Organizations	22	0	6	0
Exceptional Children	16	0	11	1
Beginning Adult Readers	9	1	17	1
Children's Literature and Education Students	22	3	3	0

*One library omitted because of renovation project during this period.

The "reading child" who could be enticed into reading books labeled "for the special reader" is a breed whose numbers have decreased in many urban libraries. Children continue to browse, but charge out fewer books. They are more audio-visual oriented, and more difficult to attract. Reading problems persist.

The adult concerned with children's literature may be a student in a community college, university, or professional school who is preparing to work with children or may be from another subject discipline who has discovered that children's literature is indeed the "last unexplored resource for knowledge," so described by one research library director. Not only is this use increased in most libraries, but it has proven difficult to evaluate by present measurement tools. Two librarians who report a decrease in the past year after several years of increased use suggest that enrollment in these classes may be down. However, several report that high school students in children's literature and parenting classes represent a growing audience.

USERS OF THE CENTRAL CHILDREN'S LIBRARY

The Central Youth Library, in fact, serves (1) people from outlying areas of the city and suburban communities when they are in the downtown area, (2) children's literature students and teachers, and (3) special groups and individuals. In addition, the Central Youth Library performs a supportive role for all of the Children's Services Departments in the Milwaukee Public Library System.

----1975 Annual Report of the Central Youth Section

In spite of heavy programming every day of the week, we have found fewer neighborhood children using the room and more students of library science, education, and literature courses requiring certain types of picture books, fiction and fairy tales. To this end the picture book subject index, updated and maintained by (staff), has been a most valued tool.

----1975-76 Annual Report of the Children's Division,
Main Library, Queensborough Public Library

Increased use by teachers, both public and private, was attributed to reduced school budgets and the decentralization of school administration which permits neighborhood schools to set their own budget priorities. Although there may be advantages in the latter practice, school libraries have not apparently ranked high on most priority lists. Only one, a Canadian library, reported that support for the school library program has remained high. The pressure from school officials to reinstate classroom collections is growing more intense in two cities, even though teachers in these and in several other cities are permitted to charge out teacher loans. Study prints were added in response to one city council's directive to "cooperate fully" with the public schools.

TABLE 2
CHANGES IN USE OF SERVICES AND MATERIALS
1970 to 1976-77

Service/Materials N-28	Increased	Decreased	Unchanged	Don't Know
Reference-Information Use	19	1	8	0
Telephone Reference Use	14	1	12	1
Audio-Visual Materials*	16	1	5	2
Fiction	6	7	13	2
Non-Fiction	19	2	7	0
Picture Books	20	1	7	0

*Not available in four systems

The addition or expansion of record collections for children accounts for some of the increased use in audio-visual materials. Increase in picture book use not only reflects the emphasis on pre-school children and groups but also the reading ability of many older children. When a computerized circulation system was installed in one system, the use of picture books in the central children's library was found to equal juvenile fiction and non-fiction combined. Many respondents commented on the popularity of non-fiction over fiction, especially if a media relation was involved. Several believed that homework assignments tend to depress further fiction use as well as the preference of some parents for non-fiction selections for their children. The natural imitation of adult interests can be seen in the popularity of handicraft books among children.

MEASUREMENT OF USE

The central children's librarians were asked to identify measures of use recorded in addition to circulation, reference use, program and group attendance. Most often mentioned were (1) traffic or room count, (2) in-house use of materials (books on tables), (3) community contacts, (4) bibliographies prepared for public use. Other measures mentioned were guidance to users in selection of materials, reserves taken, orders placed, and number of children in classrooms visited. One library had devised a measure, "program units," determined by multiplying the number of activities within a program by the room attendance.

In addition to use statistics, some libraries also record how staff time is apportioned among the various activities, such as the time spent, both library and personal, in travel to outside agencies, in meetings, training of staff, evaluation of collections, cards filed and withdrawn. The emphasis on accountability has demanded more attention to measures of use. Several respondents among the children's librarians' groups believed that the central children's library and other central library departments are not assessed by the same statistical measures. In most systems use of subject departments is not assessed by circulation, the statistic most often relied upon as the principal measure for the central children's library. A few respondents acknowledged that they need a more precise way to measure the guidance-advisory service provided to both children and adults. For the latter group, they serve not only as a bibliographic guide but also as a consultant and teacher.

STAFFING

CENTRAL CHILDREN'S LIBRARIAN

At the time of the interviews the tenure of the central children's librarians ranged from two weeks to twenty-two years, with a median of six years. Eighteen had assumed their position since 1970. (Appendix Table II gives tenure for all respondent groups.) The most recent experience of the central children's librarians before assuming their present position is as follows:

Branch Children's Librarian	14 respondents
Assistant, Central Children's Library	5
Regional or Branch Head	3
Reference Librarian	1
Positions in Other Public Libraries	2
School Library Field	3

For a description of the previous professional background of the line supervisors of the central children's library, see Appendix Table III.

TABLE 3

PERSONNEL RANK OF CENTRAL CHILDREN'S LIBRARIAN COMPARED TO OTHER STAFF*

In Comparison to:	N-26	Same Rank	Higher Rank	Lower Rank
Head, Medium-sized Branch		13	7	6
Head, Subject Department		16	2	8

*Omitted were 3 libraries: one with dual position of central children's librarian and children's coordinator; no central library; information not readily available.

One library was in the process of upgrading the position which will result in the addition of more staff and increased responsibilities. Exploratory discussions have begun in a second to raise the children's library to full departmental status which carries with it system responsibility for the selection of children's materials.

The children's coordinator in twenty-four libraries was asked to describe the differences, if any, between the training and knowledge required for the central children's library and that for a branch children's department. Two believed the difference to be slight; the areas of difference identified by the other twenty-two include the following:

Intimate knowledge of a larger collection that extends beyond subject content and bibliographical data to literary and artistic styles and techniques.

Familiarity with the special contributions of authors, artists, publishers.

Ability to adapt knowledge of the collection to an audience which varies in ages, needs, backgrounds, experience, and sophistication.

Administrative skills equal to the task of organizing the work of the department, implementing objectives, setting priorities, and supervising staff.

Mentioned at least twice were:

Knowledge of resources and trends that comes from involvement in professional associations and from wide reading.

Clear understanding of the library's goals and objectives as a basis for the public relations aspect of the position.

More experience in public speaking and programming.

Ability to assist all staff with day-to-day problems involving children's services or materials.

In the two libraries that have developed children's literature departments, the following question was asked of various staff members, "Do you think it is possible to find in one librarian abilities to serve equally well two separate roles, that of a children's literature specialist and that of a children's librarian providing the types of programs and services offered in a branch situation?" In one library, the children's staff believe it is not possible, because for one the orientation is first to the collection, and for the second, to the user. They believe that both would encounter a high level of frustration in an exchange of positions.

In the other, the chief of the central library believes it is quite possible, but not for all librarians. One of the difficulties for the child-oriented librarian is to give the needs of the adult user first priority in developing collections and services. While service to children is an objective of the department (and of all departments of the central library), programming and collections are primarily for the adult concerned with the literature or with the child.

In the libraries that give both user groups more or less equal priority, there is an attempt to include within the staff strengths to serve both groups. However, where the staff has been reduced to one professional position, difficulties arise in covering all functions, especially in the face of the increased demand for circulation and program statistics.

Several children's coordinators are emphatic in their belief that the two functions are complementary and should not be separated. The librarian who serves as the literature specialist and the adult user as well should interface with the child for whom the materials were originally selected. The adult user is often seeking not only the materials but the expertise of the librarian who can interpret the use made by children and provide examples of comparable contemporary works.

Not all children's librarians are eager to leave branch service. The major disadvantage is probably the lack of a regular clientele as many users come only sporadically while they use their branch regularly. Certain types of programs are not appropriate for this type of audience. One Central Children's Librarian commented that her colleagues in branch services call the position "political" because it requires a particular style of diplomacy to operate effectively both as part of the central library and children's services. Another disadvantage identified by a children's coordinator is the loss of contact with adults who are not child-oriented and the subsequent loss of familiarity with adult reference and circulating collections that make up a regular part of the branch experience. This loss can be a disadvantage for the central children's librarian in promotional examinations. Chiefs of central libraries in two systems suggested that the autonomy of the position may, in fact, be less than others in the same rank because of the strong relationship with the coordinator's office.

REPORTING

Nearly all central children's librarians are required to submit periodic reports of activities or annual reports, or both, to their line supervisor. Where the chief of the central library is the supervisor, thirteen of the sixteen children's coordinators are forwarded copies of these reports. One central children's librarian continues to send all reports to the children's coordinator even though the chief of the central library serves as the line supervisor.

Generally, an obvious effort has been made to keep open the communication lines to children's coordinators who have no line responsibility and in three libraries to branch children's coordinators who have neither line nor staff responsibility. There has not been a corresponding effort to keep the chief of the central library, who is not the line supervisor, informed through this channel. Two have access

to the reports by virtue of their office serving as the statistical gathering agency.

STAFF EXCHANGES

There is no regular exchange of staff between the central children's library and other departments of the central library, nor with one exception with the branch children's staff. Barriers to staff exchanges were identified as the (1) present staffing difficulties, (2) administrative separateness of branches and central library, (3) need for continuity in branch children's services, (4) the need for specialists rather than generalists at central, and (5) the reluctance of adult librarians to work with children. Beyond the initial training or orientation, a branch children's librarian's work experience in the central children's library is usually limited to an occasional program or brief stint as Sunday staff. Emergency assistance from the central library is usually arranged by pressing into service a former children's librarian or through an arrangement with the extension department. While several children's coordinators acknowledged an exchange between branch and central might be helpful, they believed the central children's librarian who usually has had branch experience would not benefit appreciably from the exchange.

Central children's librarians are, however, regularly scheduled in five libraries for duty in other central departments, usually at an information or reference station. In five other libraries children's staff may be called upon for emergency staffing of central departments. One library crossed trained all the central staff to work in all departments which has resulted in a better use of resources. Another system anticipating further staff reductions has called upon the central children's staff to train as emergency help for departments likely to experience additional losses.

MEETINGS

For most central children's librarians the staff meeting provides the forum for an exchange of information and discussion of problems.

TABLE 4

ATTENDANCE AT MEETINGS WITH CHILDREN'S SERVICES LIBRARIANS

Line Supervisor	Regularly	Occasionally	Never	No Meetings	Combined Adult & Children's Staff
Chief, Central Library	16	0	1	2	0
Children's Coordinator	5	0	0	0	1
Chief, Branch Services	1	1	0	0	0
Head, Division	2	0	0	0	0

One central children's librarian, by her own decision, does not attend branch children's meetings, but is represented by her assistant. When a staff vacancy is filled in one library, meetings are expected to resume. Another system provides regular meetings for all professional staff for in-service training, with children's staff periodically conducting the sessions. In this system reviewing is done by all children's services staff and a rotating selection committee meets regularly to prepare the final list.

TABLE 5

ATTENDANCE AT CENTRAL DEPARTMENTAL MEETINGS

Line Supervisor	Regularly	Occasionally	Never	No Meetings	No Central Library
Chief, Central Library	17	0	0	1	0
Children's Coordinator	3	1	1	0	1
Chief, Branch Services	0	1	1	0	0
Head, Division	0	0	2	0	0

Twenty-five central libraries use the committee structure for specific problems. Central children's librarians' involvement is shown in Table 6.

TABLE 6

SERVICE ON POLICY COMMITTEES FOR THE CENTRAL LIBRARY

Line Supervisor N-25	Has Served	Has Not Served	Don't Know
Chief, Central Library	16	2	0
Children's Coordinator	1	1	1
Chief, Branch Services	1	1	0
Head, Division	1	1	0

TRAINING

The training function of the central children's library has lessened in importance over the years, possibly because the difference between branch and central services in most systems is now more pronounced. Fifteen libraries do not use the central children's library as a training center. The extent of involvement of the other fourteen is as follows:

Orientation (1 day to 1 week)	6 respondents
One month or more for new children's librarians	4
Workshop sessions for children's or adult staff	4

Several coordinators would like to reinstate this function at the central children's library; however, others question whether it offers the best preparation for branch service.

CHANGES IN STAFFING

The number of professional and pre-professional staff positions in central children's libraries at present as well as some indication of changes in staffing since 1970 is presented below.

TABLE 7

CHANGES IN STAFFING PATTERNS OF THE CENTRAL CHILDREN'S LIBRARY

Professional and Pre-professional Positions	Number of Libraries in 1970	Number of Libraries in 1976-77
One position	4	5
1½ to 2 positions	2	6
2½ to 3 positions	8	5
3½ to 4 positions	7	8
4½ to 5 positions	3	3
5½ to 6 positions	4	1
6½ to 7 positions	1	1

Sixteen central children's libraries experienced reductions ranging from 14 per cent to 75 per cent. The increases in eight libraries ranged from 10 to 25 per cent; four remained constant, and another had a professional vacancy. Reductions in support staff have also occurred.

Reduction in the number of children's positions in the system often affects the responsibilities assigned to the central children's library unless they, too, experience substantial cuts. The number of professional children's positions was reduced in twelve libraries, with five reporting reductions from 25 to 75 per cent. While no children's coordinator reported that children's services had suffered disproportionately through administrative action during this period, the effect of attrition may have been greater in children's services. Children's librarians tend to be female and young; motherhood and occupational transfers of spouses were often cited as reasons for resignations. Whenever staff cuts were accomplished by seniority, this group because of their relatively short tenure was often the most affected. Not all librarians in other positions wish to or can be transferred into children's services.

Among the ten libraries experiencing no changes in children's staff positions, several anticipated reductions in the next round of budget cuts. Five libraries reported a change in the qualifications of staff assuming the positions. In one library, two-thirds of the children's librarians lack the professional degree. Among the reasons cited for this change were staff attrition, the pressure of

affirmative action in hiring and promotion, and an administrative philosophy which deploys professionally trained staff only to supervisory positions in branches.

Seven libraries reported an increase in the number of children's positions. These occurred most often through branch expansion and in systems where branch children's services are in the developing stage. The ranks were increased in one library when former reading centers evolved into branches with children's librarians assuming the supervisory position.

Changes in the functions of the central children's library in the advent of branch staff reductions followed no discernible patterns except when the central children's library also experienced substantial cuts, or when increased staff hours were added to compensate somewhat for reduced branch services. Children's coordinators identified the following as responsibilities no longer assumed by the central children's library because of staff reductions:

Training function dropped
Less involvement in collection evaluation
Less involvement with selection of materials
Fewer committee assignments
Less special indexing to collections
Less participation in central library services

In those systems with less severe cuts or with increases in the central children's library staff, the following added responsibilities were noted:

More telephone advisory work for branch adult and children's staff
Increased committee assignments for collection development
More responsibility for system programming, for developing program materials, bibliographies, display materials, etc.
More assistance to coordinator of children's services.

In the face of a seventy-five per cent cut in professional staff and a 48 per cent reduction in children's support staff, one children's department added a program specialist to the central children's library to provide consultant service for branches. Programs are either given by the central staff or assistance is available to branch staff for developing programs to meet community needs. In this system several of the former branch children's librarians have assumed the branch headship and continue to lend support to the children's program.

ADMINISTRATION OF CENTRAL CHILDREN'S LIBRARIES

In September, 1922, the work of the Juvenile Department (which included the Central Library Children's Room) and that of the School and Teachers' Room combined and (was) given the name, Department of Work with Schools. . . This Department was renamed Teacher's and Children's Department in 1927. . .In 1950, the Children's Room was placed under Children's Services (called then Department of Work with Children) and the Teacher's Room (was) abolished with the collection being transferred to the Social Sciences Department. . . In 1967, the Children's Room was transferred from Children's Services to Central Subject Departments.

----In Central Library Departments, Los Angeles Public Library, June, 1975.

ADMINISTRATIVE PATTERNS GOVERNING THE CENTRAL CHILDREN'S LIBRARY

Ideally the administrative pattern governing any department or unit should define or recognize its role within the system. From the variety of patterns encountered in the twenty-nine libraries and in the changes reported in the past six years, one would have to conclude that the central children's library has posed problems for several library administrations.

TABLE 8

ADMINISTRATIVE PATTERNS

Line Supervisor	Number
Chief, Central Library	19
Children's Coordinator	6
Chief, Branch Services	2
Head, Languages and Literature Division	1
Dual Supervision: Children's Coordinator and Head, General Collections	1

The table above suggests that the central children's library is, in order listed, a subject department of the central library; an integral part of children's services for the system; a branch operating out of the central library; a part of a subject division emphasizing services to professions and the business community; and a department with a dual role: as a popular circulating collection, and the other, as part of the system's children's services.

ASSESSMENT OF ADMINISTRATIVE PATTERNS

The chief of the central library and the children's coordinators were asked to assess the degree of satisfaction they had with their present administrative relationship with the central children's library as it affected their efforts to further the goals of their respective departments. The central children's librarian was also asked to assess the pattern as it affected his/her efforts to carry out the objectives of the children's library. Respondents were advised to consider the soundness of the pattern rather than the individuals presently involved. While acknowledging that most of the disadvantages in even the most cumbersome pattern could be overcome by efforts of the incumbents in the positions, respondents

were asked to identify, if possible, potential problem areas should changes in staff or conditions occur.

TABLE 9

CHIEF OF THE CENTRAL LIBRARY AS LINE SUPERVISOR*

Respondent Group	Satisfactory	Fairly Satisfactory	Not Satisfactory	No Position	Vacancy
Chief, Central Library	14	4	1	0	0
Children's Coordinator	9	3	4	2	1
Central Children's Librarian	10	5	4	0	0

*Includes one with combined position: Central Children's Librarian-Children's Coordinator.

The chief of the central library in nearly three-fourths of the libraries is new to the position since 1970; of these one-third are also the first incumbent of a position established since 1970. Supervision of the central children's library is part of the responsibility of this new position. For two of the respondents, the organizational change has resulted in better integration of children's services into the overall services through the central children's librarian's attendance at departmental meetings and service on committees. Three indicated that there had been some problems initially. The habit of taking problems first to the children's coordinator was difficult to change, especially when the expertise of the coordinator was needed. Two acknowledged that the central children's library is probably given more autonomy than other departments, especially in the matter of selection of staff. For those with long experience with this pattern, custom and tradition have taken care of most of the potential problem areas.

Among those who identified problem areas, one commented on the remoteness of the children's library and the fact that it is not integrated into the services of the central library. Two voiced the opinion that the functions of the central children's library are not compatible with the role of the central library. The solution offered by one is to move it to a regional library or a storefront library; by the other, a change of priorities for the central children's library. Two respondents identified a potential problem whenever the selection of a new central children's librarian becomes necessary.

The problem areas identified by children's coordinator were related to the staffing and support of the children's library in light of its system's responsibilities

for children's services. Mentioned were staff selection, adequate staffing and supervision, and the future in face of serious budget cuts. One commented that the confusion between staff and line responsibility could deprive it of needed attention.

Custom and tradition have also solved most of the problems for many of the central children's librarians. Two admitted that there is a "gray area" between the children's coordinator and the chief of the central library, but there have been no problems. One solved the dilemma by always notifying both, and with the supervisor's blessing, scheduling weekly conferences with the children's coordinator to discuss mutual concerns. Several were pleased with the freedom given by the line supervisor, and a few commented that a problem area could exist with a change of personnel that brought a supervisor who "tried to interfere in the children's program." Other problem areas centered around policies of the central library that weakened the children's program, or evidenced little understanding of the responsibilities assumed for the system's children's services.

TABLE 10

CHILDREN'S COORDINATOR AS LINE SUPERVISOR

Respondent Group N-6	Satisfactory	Fairly Satisfactory	Not Satisfactory	No Central Library
Chief, Central Library	5	0	0	1
Children's Coordinator	6	0	0	0
Central Children's Librarians	6	0	0	0

In this pattern and also in the next to be discussed, the chief of the central library has no supervisory responsibility for the central children's library. While most of the chiefs assessed the pattern to be satisfactory, a few expressed relief at not having to deal with a service about which they admittedly know little, or one they consider to be different from others in the central library. Several respondents in this pattern mentioned the isolation that could result for the children's library. In four systems, the central children's librarian or children's coordinator, or both, attend departmental meetings of the central library; one attends occasionally. Central children's librarians have also served on central library policy committees and in two libraries have taken their turn at public service desks in other departments.

As might be expected children's coordinators found no problems with this pattern. Central children's librarians were equally satisfied, citing the advantages in maintaining unity in children's services, having a supervisor with a thorough knowledge of the service, and not having to deal with distinctions of line and staff.

TABLE 11

CHIEF, BRANCH SERVICES AS LINE SUPERVISOR

Respondent Group N-2	Satisfactory	Fairly Satisfactory	Not Satisfactory	No Position
Chief, Branch Services	2	0	0	0
Chief, Central Library	1	0	1	0
Children's Coordinator	0	1	0	1
Central Children's Librarian	0	2	0	0

Potential problem areas were identified as (1) omission from regular routing schedule for directives affecting the central library, (2) lack of children's services representation on policy decisions affecting the central library, and (3) difficulty in determining under whose jurisdiction a specific problem falls. Several respondents in one system believed that with the changes in services and clientele over the past several years, the functions of the children's library are probably more closely identified with those of other central subject departments than with other agencies.

TABLE 12

HEAD, SUBJECT DIVISION AS LINE SUPERVISOR

Respondent Group N-2	Satisfactory	Fairly Satisfactory	Not Satisfactory	Vacancy
Chief, Central Library	1	0	1	0
Children's Coordinator	1	1	0	0
Central Children's Librarian	0	0	1	1

The children's literature departments in one of the libraries reports to the head of the literature and language division, who in turn reports to the chief of the central library. In the other, the central children's librarian reports to the head of the general library division for fifty per cent of her time, and to the children's coordinator for the remaining time. Both supervisors, in turn, report to the chief of the central library (who also assumes additional administrative responsibilities).

Several potential problem areas were identified by all respondents; the most serious, perhaps, the difficulties that could arise should the principals hold the functions in a different priority order. However, the children's coordinator who shares supervisory responsibilities has been able to capitalize on the advantages inherent in this pattern. The central children's library is used for training, with all new children's librarians spending their second month in the department while a central children's librarian reports to their assigned branch. In addition, children's librarians at central may also exchange with a branch children's librarian on a one-day or two-week basis.

VARIANTS WITHIN ADMINISTRATIVE PATTERNS

Because the role of the central children's library in the overall context of children's services is affected by the responsibilities assumed by the children's coordinator, recent changes in this position merits attention. In eight libraries, the children's coordinator is responsible only for branch children's services. This variant occurs in all of the administrative patterns described above with one exception: the one in which the children's coordinator serves as the line supervisor.

TABLE 13

LIBRARY SYSTEMS WITH A BRANCH CHILDREN'S COORDINATOR

Respondent Group N-8	Satisfactory	Fairly Satisfactory	Not Satisfactory	Vacancy
Chief, Central Library	7	1	0	0
Central Children's Librarian	3	1	3	1
Branch Children's Coordinator	4	1	2	1

The assessments of the administrative pattern by the central children's librarians are not necessarily attributed to the changed role of the coordinator, but may depend as well upon the relationship with the central library. However, the coordinators, themselves, including those who believe the pattern presents no serious problem areas for their own positions, acknowledged that there are overall several potential problems. Among them are the isolation of central staff, lack of formal communication, inaccessibility of the collection at central, and the fear that day-to-day demands will preclude cooperation.

TABLE 14

LIBRARY SYSTEMS WITH NO CHILDREN'S COORDINATORS

Respondent Group N-4	Satisfactory	Fairly Satisfactory	Not Satisfactory
Chief of Central Library or Branch Services	4	0	0
Central Children's Librarian	1	3	0

Three systems are presently without a position for a system or branch children's coordinator while another has an unfilled budgeted position. Central children's librarians identified the following as areas of concern: (1) lack of support or consideration for the system-wide responsibilities assigned or assumed, (2) expectation from branch children's librarians for assistance beyond the responsibility of the central children's librarian, (3) lack of effective representation for children's services at the policy-making level.

All line supervisors rated this pattern as satisfactory insofar as it permits them to carry out the objectives of their divisions. One chief of the central library regretted the decision to eliminate the position as a budgetary matter because of the subsequent loss of programming. Another who had concurred with the original decision to eliminate the position would now favor expanding the role of the central children's librarian to include some responsibility for branch children's services. Other comments from administrative personnel centered on the difficulties of working with a staff position and the perpetuation of the differences between children's and adult services staff.

When supervisory staff was asked to identify roles they would like to see the central children's library develop or expand for the future, most of the responses

focused on two areas normally the responsibility of a system children's coordinator: leadership in system programming and in-service training for children's staff.

ADMINISTRATIVE PATTERN WITH A COMBINED CENTRAL CHILDREN'S LIBRARIAN-CHILDREN'S COORDINATOR'S POSITION

At the time of the interviews, the respondents in the library with this pattern had less than three months experience on which to consider strengths and weaknesses of the pattern. No attempt was made to discuss in any depth the potential problem areas.

SATISFACTORY PATTERNS AS VIEWED BY RESPONDENTS

TABLE 15

PATTERNS RATED SATISFACTORY BY ALL RESPONDENTS

Line Supervisor	Number in Category	Number in Agreement	Percentage
Children's Coordinator	6	6	100%
Chief, Central Library*	19	7	37%
With No Coordinator**	(2)	(1)	(50%)
With System Coordinator	(11)	(4)	(36%)
With Branch Coordinator	(6)	(2)	(25%)
Other Administrative patterns	4	0	0
Total	29	13	45%

*Includes library with Central Children's Librarian-Children's Coordinator position

**Assessment of two respondents.

Concern has been expressed in the children's services field that changes in administrative patterns have resulted in a downgrading of children's services by moving its highest ranking specialist to a position outside the top administrative level. This may have happened to other special services as well. In sixteen of the twenty-nine libraries, a system children's coordinator still reports to the director, the deputy director or to an assistant director. However, the term, "Assistant Director," may be used to describe an administrator who represents the director or one who assumes responsibility for a segment of the system's services. In thirteen systems, children's services is represented to the administration by staff other than children's librarians. Among the latter, the chief of branch services in nine systems represents children's services.

This includes one with a system coordinator who has staff responsibilities for children's services at central and in the special services department (which serves children with special needs). In another, children's services are represented by the head of program services, a unit which encompasses age-level consultants as well as those responsible for other special services. Representation in three systems with no coordinator is diffused among the various departments.

On the other hand, the place of the central children's library in the administrative hierarchy remains fairly constant. Its line supervisor in twenty-six systems reports to the director, the deputy director, or to an assistant director. In the other three systems, the line supervisor ranks at a level, one step below.

CHANGES IN ADMINISTRATIVE PATTERNS

Alterations in administrative patterns result from changes in administration, management studies, revision of the library's goals and objectives, and priorities set in response to reduced budgets.

Management Studies. Ten libraries reported that all or some portion of their operation had undergone a management study by an outside firm since 1970. The central children's library in three systems had been directly affected by proposals that (1) recommended elimination of the branch function,[1] (2) restored the children's coordinator's position, (3) transferred administrative control from public services to materials resources division.

[1] This recommendation was rejected by the administration but reconsideration of its role resulted in its assuming more responsibility for advisory service to branch staffs and their public.

Overall Goals/Objectives/Priorities for Library System. Twelve libraries have established, or are in the process of doing so, a statement of goals and objectives. Another has developed a priority statement in response to a critically reduced budget. In ten of these, children's staff were involved at some step during the process. When the children's coordinators were asked if the final statement affected the central children's library directly, five identified the following changes: (1) line supervision changed from children's coordinator to chief, central library; (2) individual service given highest priority (over service to groups) which affected programming offered; (3) emphasis on school cooperation affected collection development, (4) circulating function placed in second priority, (5) final statement will determine status and location of children's historical collection.

Goals/Objectives/Priorities of the Central Library. Chiefs of central libraries in ten systems reported that a goals statement had dealt with the role of the central library within the system; however, in most instances, the role it had performed was reaffirmed, with some changes imposed by the current financial difficulties. The role of the central library was perceived as follows:

Information, reference, and research for its special public and for the library system. (One in this group also in charge of pilot programs for the system)	5 respondents
Materials and information support for branches and other extension agencies	4
Programming for the system	1

Goals/Objectives/Priorities of Children's Services. Children's services are required to set annual objectives in four libraries. Three libraries have developed long range goals which affect the central children's library. In two of these, service to community groups received a high priority; in the other, the central children's library was assigned responsibility for the acquisition of materials having limited demand, thus permitting the branches to develop more popular collections. Two libraries are in the process of developing a goals statement for children's services and another is waiting for the system to complete a goals statement.

CIRCULATION AND REGISTRATION

All but five central libraries have centralized circulation procedures. In 27 libraries, the overdue procedures are handled centrally. Nineteen central libraries register all new borrowers at a central desk; in nine others, the central children's library may register children for new cards, or may begin the process.

Centralization of more procedures has been prompted by reductions in personnel needed to staff charging desks and guard stations at separate entrances. Some children's staff view these changes with relief, observing that staff at the central desks and children have responded favorably to the change. In another, the response has been negative, with staff lamenting the loss of opportunity to receive children's reactions to materials. Concern was expressed with the inability of staff at central charging desks to be flexible in applying rules to children, especially in the matter of fines, and to introduce children to the privileges and responsibilities represented by the first library card.

Five libraries at present keep no separate circulation figures for the central children's library; four provide an estimation based on spot checking during the year or by counting the juvenile books returned. Fifteen libraries use a counter at the charging desk to indicate juvenile charges. The central children's library as an agency circulating children's materials ranked favorably with branches in the system. Sixteen were in the top third, five in the middle third, and three were in the bottom third. In the latter group were two who have established children's literature departments with no special programs or services to encourage children's use.

Three-fourths of the central children's libraries providing circulation statistics reported a loss in the past six years, ranging from two to 65 per cent (median at 22 per cent). Three systems reported that circulation had decreased in the late 1960's and early 1970's, but had been making impressive gains until the reductions of the past two years brought a reduction in public service hours, programming, and staff hours. The deteriorating central city environment and the opening of new branches in the area were cited as additional factors. Five of the 24 libraries reported increases from five to 115 per cent. In the latter instance, the library benefited from the public relations campaign for a new library. Others increased their programming and two have also been able to enlarge their staffs.

COLLECTIONS

"In 1912 the Central Children's Room opened in the new central building (New York Public Library) 'as a reference and reading room of children's literature, new and old, for adults and children, and as a model children's circulating collection'"

----The New York Public Library: a History of Its Founding and Early Years, by Phyllis Dain, p.305.

"(In 1912) the Main Children's Room, which had already been changing in the nature of its clientele as more and more children had access to branches (and there were three branches not far distant. . .)' now became the Parents and Teachers' Room. An entirely new collection was bought, titles and editions being selected which would be suggestive and helpful to adults in guiding and selecting reading. The collection was duplicated to form a reference collection arranged by grade, mainly to aid teachers in the selection of classroom loans, but also as a guide for other adults to the reading interests of children at various ages."

----Public Library Service to Children: Foundation and Development, by Harriet G. Long, pp. 148-9.

"In 1926, the Parents and Teachers Room opened in the new main library, with representative collections of books suited to the tastes and capacities of children of elementary school age. . . A collection of books was also added of a non-technical nature to assist the parent, teacher and social worker."

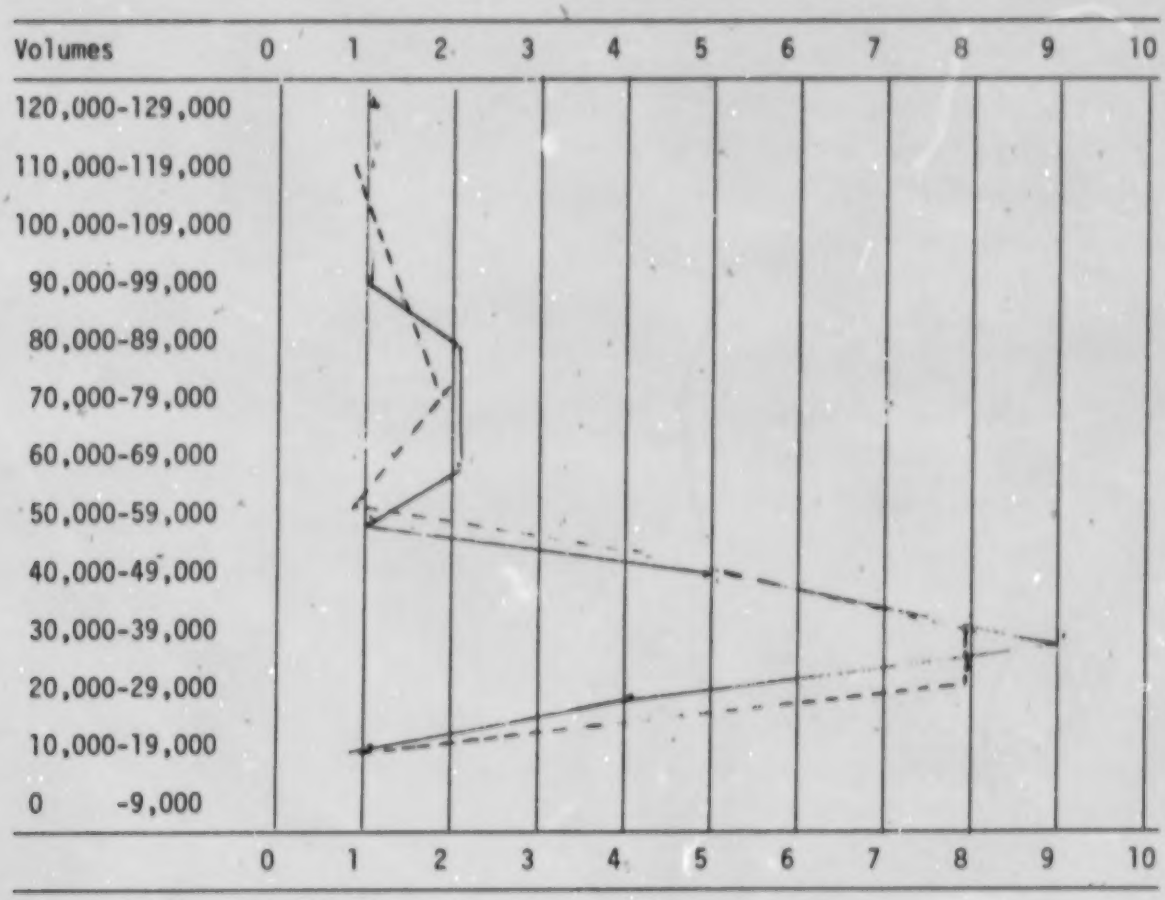
----Parnassus On Main Street, a History of the Detroit Public Library, by Frank B. Woodforth, p. 241.

COLLECTION AND BUDGETING

The collections of the central children's libraries vary in size from 120,000 to 14,874, with a median of 39,976. Because of the relatively favored position of the children's library, (most receive a copy of all titles purchased), the collection in twenty-five systems have increased, several dramatically. The percentage of increase ranges from 2% to 178%, with a median of 19%. Two have decreased (4% and 40% respectively); one has remained the same, and statistics for the other were not available.

CHART 1

GROWTH OF CENTRAL CHILDREN'S LIBRARY COLLECTIONS



Number of Libraries - - - -1970

_____1975-6

COMPOSITION OF THE CENTRAL CHILDREN'S LIBRARY COLLECTION

The collections are primarily a book collection, although one system has made large additions of audio-visual materials and equipment to the central children's library. There has been a substantial increase in the number of libraries circulating recordings from the central children's library. Three systems do not include recordings for children and five other house them with adult collections. Several purchase for in-house use toys, games, posters, and filmstrips.

TABLE 16
CIRCULATING MATERIALS IN CENTRAL CHILDREN'S LIBRARIES

Material	Purchased in 1970	Purchase Now
Adult Titles about Children's Literature	28	29
Adults Titles about Children's Reading	26	27
Art Prints	5	4
Filmstrips	0	3
Foreign Language	29	29
Historical Children's Materials	16	18*
Paperback Editions	18	29
Periodicals (Children's)	28	29
Posters for Children's Use	1	4
Readers/Primers/Textbooks	19	18
Recordings (Children's)	9	21
Toys/Games	2	7
Other: Study Prints		2
8MM Film Loops		1
Filmstrip/Records Kits		1
Picture File Materials		1

*Others with historical collections rely upon gifts.

COLLECTION RESPONSIBILITIES

TABLE 17

COLLECTION RESPONSIBILITIES AS VIEWED BY CHIEF OF THE CENTRAL LIBRARY

Collection	Children's Library Responsibility	Adult Department Responsibility	Shared Responsibility*
Historical Children's Literature	22	2	5
Contemporary Children's Literature	29	0	0
Reference Works in Children's Literature	18	7	4
Child as an Object of Study	0	29**	0

*Central Children's Library and another Central Subject Department(s).
**Two Central Children's Libraries also provide materials in this area.

TABLE 18

COLLECTION RESPONSIBILITIES AS VIEWED BY THE CHILDREN'S COORDINATOR

Collection	Number of Libraries with This Responsibility
Browsing and Study Collections	25
Historical Collections	25
Copy of all Titles Added	24
Last Copy Repository	23
Single Copy Repository	23
Regional (Local, State, Regional) Materials	9
Foreign Languages Pool	7

Sixteen libraries reported that the children's historical collection is the only notable one in the region (One coordinator said, "The World."). Others mentioned collections that existed or were developing in academic institutions, although for the latter, the nineteenth and early twentieth century materials are difficult to acquire.

While most children's libraries provide some back-up service for materials, especially for the unique or little used titles, four libraries have been given the responsibility for acting as the central pool for the system. This has meant moderate to heavy duplication of non-fiction titles. One library provides school

kits - titles on specific subjects to supplement school libraries - which are delivered by school vans or collected by teachers. Materials in one central library are not easily accessible for loan to branch users because of restrictions imposed by the circulation system. Branch children's collections appear to be developing without reference to the central children's library.

The browsing and study collections which reflect the needs of its users and its system responsibilities have been grouped somewhat arbitrarilly as follows:

Collections for the Children's Literature Student and Professional Use

Award collections, Showcase, Newbery-Caldecott, other American Awards, etc.
Various editions of classics, Mother Goose, ABC's, Counting Books, etc.
Storytelling collections
Lesser works by well known authors and illustrators
Publishers tradebook collections
Model (Basic) Children's Library
Book Fair Exhibit Collection

Collection for Public/Reference Use

Human Rights Collections (feminist, ethnic, etc.)
Parents' Collections
Young Child's Collection
Child's Own Library (gift suggestions)
All titles in Brewton (poetry) and Eastman-Ireland (folklore) indexes
Materials for handicapped children
Foreign language picture books.

SELECTION AND RE-EVALUATION

TABLE 19

SYSTEM RESPONSIBILITIES OF THE CENTRAL CHILDREN'S LIBRARIAN*

Responsibility N-28	1970	1976-77
Reviewing Materials for Purchase	17	19
Re-evaluation of Collection	10	9
Coordinating Replacement Orders	5	7

*Exceeds that of a branch children's librarian.

Because of the availability of the most complete collection, the central children's librarian has traditionally assumed a greater responsibility for collection development than a branch children's librarian. Twenty-four central children's librarians regularly review materials for system use; two, occasionally. Three have responsibility only for their own collections and do no system reviewing. In the three libraries without a coordinator's position, one does no reviewing

except on a volunteer basis but makes available the publisher's trade collection with recent issues of selection aids; another assists the branch materials specialist on an informal basis in screening titles based on her own consideration of reviews or examination copies; and the third assumes the leadership for system reviewing and evaluation.

With one exception, the central children's librarian assumes no responsibility for classification except when a problem arises. One central children's librarian volunteered to classify all juvenile titles as a result of the confusion emanating from the work of a number of different subject catalogers. Children's librarians in four systems are in effect their own selectors and may include materials not favorably reviewed by the system. In another, where the central library is obligated to have a title before a branch can acquire it, the central children's librarian has complied with nearly all requests.

In one system the children's historical collections are part of the research library; in another, the collection has been transferred to the language and literature department with the central children's library given the responsibility for identifying titles that should be retained. In several libraries the special collections department acquires those children's items whose primary value lies in format or bibliographic rarity rather than in content.

Whether or not the central children's library includes adult reference materials about children's literature depends on the library's policy on duplication of materials. Lack of evening hours in the children's library may have influenced this policy. Libraries that follow rather strictly the policy that classification fixes location have been forced to make exceptions for indexes and bibliographies. The policy one system follows is to add those adult references that extend the use of the children's collections.

At one time during the history of the central children's library, half of the systems in this study provided a parents or teachers room which included materials on child care and development, education, and social problems of children. This service usually evolved through the library's involvement with the schools, and when this involvement ended, the collection was transferred to an adult subject department, usually education or social science. Four libraries still provide such a designated area, but the emphasis is largely on children's literature and reading.

In several libraries, materials for parent education are presently divided among two or three subject departments. This has prompted one library to devote space in the children's sections for parents' materials. The response has been gratifying; materials have had to be replaced because of heavy use. Many children's librarians are reluctant to assume responsibility for this material believing their expertise in children's materials would be diluted. The children's literature specialist in one system assumes the responsibility for selection of this material which is located in the adult department. She reported that this experience has been helpful in the referral of users.

BUDGETING PROCEDURES

Central children's librarians were asked if they prepared a preliminary budget. Sixteen said yes; 8 did not; and two submitted a budget only if more funds were requested. Two others meet informally with their line supervisor who prepares the budget request.

TABLE 20

RESPONSIBILITY FOR DETERMINING BUDGET FOR CENTRAL CHILDREN'S LIBRARY

Line Supervisor	N-28	Chief, Central Library	Children's Coordinator	Chief, Branches	Head, Division	Committee
Chief, Central Library		12	2*	0	1	3
Children's Coordinator		0	4	0	0	2
Chief, Branches		0	0	2	0	0
Head, Division		0	0	0	2	0

*Responsibility for all children's budgets.

In two libraries the age-level coordinators have the responsibility for distributing the funds among the various agencies. In over half of the libraries, the children's coordinators are not involved with the budget procedure. Among the factors considered by coordinators with total or partial responsibility for the central children's library budget are the system responsibility for back-up reference and materials, last copies, historical and retrospective collections. Circulation is considered less important than it is in branches. One system assigns a percentage of the budget to special collections which supports the children's historical collections. Extra funds are allocated to one central children's library for experimental materials for loan to branches.

The factors mentioned most often by chiefs of central libraries, branches and other supervisors are the (1) needs of the collections, (2) the previous budget, (3) use as reflected in circulation, reference requests, and program attendance, (4) staff experience with previous budget (ability to spend), (5) and the possible need to develop collections for new audiences. One chief of the central library considers the potential use of the collection as the principal factor, believing the library to have a responsibility to preserve a collection unique to the region.

Twenty-two central children's librarians make the decision on how their budget is divided among the various categories or material forms. Of this group, however, two are given their budget in terms of hardbound volumes per month which must include new, duplicate, and replacement titles. The budget of another has to be tapped by the branch children's coordinator for purchases of review copies of book and audio-visual titles not supplied by publishers. For several central children's librarians system responsibilities take precedence over the purchase of duplicate titles.

Five libraries in an attempt to change the nature of the collections assign percentages for various categories or material forms. Two have categories for new and replacement titles; one must allow 15 per cent for audio-visual materials; and another assigns percentages for multi-cultural/lingual and national materials, with a percentage allowed for direct buying, which gives the children's librarian the option of buying on or off the approved list of titles. As a response to severe budget cuts, the children's coordinator in one system has been assigned the responsibility of monitoring all juvenile book purchases, including the central children's library, to insure that system needs will be met.

CHANGES IN SYSTEM'S CHILDREN'S BUDGETS

One children's coordinator reported that the percentage of the overall budget for children's materials had been reduced from twenty-five to seventeen per cent in the past year. The other coordinators did not indicate that the reductions in the children's budget were any more severe than in adult budgets. Changes in the method of apportioning budgets made this question difficult to answer for a few respondents. Most coordinators cited staff reductions as the single greatest difficulty, although several were anticipating further reductions in the materials budgets for the next year. The responses to the question, "Is the number of

children's volumes added in the past year greater than or lesser than the number added in 1970?" revealed that for 9 libraries, the number increased; for 14, decreased; for 5, about the same, and for one, the information was not available.

CHANGES IN CENTRAL CHILDREN'S LIBRARY'S BUDGET

When central children's librarians were asked if the percentage of the budget allocated for materials had increased or decreased, several were unsure of the percentage change and gave the response as a change in actual dollars.

TABLE 21

BUDGET CHANGES REPORTED BY CENTRAL CHILDREN'S LIBRARIANS

Percentage of budget for Central Children's Library		Actual Budget	Total
Increased	5	7[a]	12
Decreased	4	1[b]	5
Same	7	1	8
No Budget Limit	1[c]		1
Do Not Know		3	3

[a]Two increased through addition of trust/memorial funds.

[b]More normal funding after increased expenditures for network resource materials.

[c]Recently designated state resource.

Among the libraries reporting that the percentage of the budget allocated to the central children's library had decreased were one with a vacant position, one that had dropped school service, and another with added responsibilities for circulation without a corresponding increase in funds. The central children's library often experiences less curtailment because the first copy is usually assigned there, be it the complimentary or advance publishing plan copy. However, the circulating needs and the reference demands are in competition for the funds in several libraries. First priority is given to acquisitions supporting its system role as a reference and collection resource. This places the children's library at a disadvantage in libraries that measure use primarily by circulation statistics because funds often do not stretch to provide duplicate and replacement copies of the more popular titles. One central children's librarian commented that they had the highest rate of "titles asked for, not on the shelves" in the system.

REFERENCE AND INFORMATION

(The Central Children's Library) is one of the highly specialized subject departments at the Main Library. During recent years, it has become increasingly a service for those who work with the children rather than a place for the children themselves. The children of the city do not come to it often and the majority of Cleveland's Inner City Children do not know it exists."

----"A Sense of Nationality, a Sense of Humanity," by Ruth M. Hadlow, in Open Shelf, April-June, 1972, p. 15.

REFERENCE AND INFORMATION

All central children's libraries continue to serve as the reference department for children's literature. This function is supported by collection policies, either assumed or stated. In addition to special bibliographies, indexes, and reference aids, the central children's staff usually has easy access to adult subject departments, and in over half of the systems to the children's coordinator. Libraries vary in their insistance that requests be routed through a regional library or the branch services office before being forwarded to the central children's library. One system coordinator reported that branch children's librarians are free to call whomever they believe can provide the answer, but most systems follow a routing procedure. Few central children's staff are large enough to support direct telephone requests from a large branch system.

The number of interlibrary loans for juvenile materials outside the system numbered over a 100 volumes annually in eleven libraries. Two libraries do not interloan juvenile materials. Several central children's libraries along with subject departments assume state or regional network responsibilities.

The extent of the reference and information function depends not only on the collection and expertise of its staff, but also on (1) staff awareness of the available resources, (2) policies that limit children's use of other departments, and (3) the bibliographic access to its collections.

LOCATION OF RESOURCES

The Central Children's Librarian was asked to identify the department in the Central Library in which a user would find the best information on a number of subjects.

TABLE 22

REFERENCE RESOURCES FOR SUBJECTS RELATED TO CHILDREN

Subject Requested	Central Children's Library	Another Subject Department	Both
Histories of Children's Literature	27	1	1
Critical Studies in Children's Literature	21	1	7
Children's Services in Public Libraries	14	9	6
Current Reading Theories in Education	3	23	3
Elementary School Curricula	0	27	2
Child Psychology	0	28	1
Day Care Center (how to establish)	0	28	1
Bibliographical Information on a Children's Film	2	21	6
Tutoring a Child in Math	0	29	0
Museum Programs for Children	12	9	8
Local Organizations: Foster Grandparents, etc.	1	28	0

Another related resource is the file of community agencies and organizations concerned with the child. In ten libraries this information is maintained as part of an integrated information and referral service; in nine libraries it is located in a subject department. Only one central children's library maintains such a directory. Two do not provide this service at the central library and six did not know if such a file existed anywhere in the system.

REFERRAL PATTERNS

Central children's librarians were asked if they receive more requests from central library departments or from branches and other extension agencies.

More requests from central library departments	6 respondents
More requests from extension agencies	14
No discernible difference	9

A second question dealt with the subject areas represented in the requests forwarded to the central children's library.

More questions in the literature and humanities area (illustrations, poetry, folklore, etc.)	17 respondents
More requests for a basic treatment of a non-fiction subject	3
No discernible difference	9

A third question was concerned with the departments receiving the most referrals from the central children's library.

Education, care, social problems of children	14 respondents
Art and music	3
Science and technology	5
No single department	7

One chief of the central library commented that branch adult services staff nearly always call upon adult subject departments for assistance in meeting the informational needs of both adults and children not met at the branch. The subject departments, in turn, forward the appropriate requests to the central children's library.

EXCHANGE OF INFORMATION ABOUT RESOURCES

There appears to be little exchange of information between subject departments and the central children's library about new titles that might be of value to another department unless the titles involve a problem in location.

TABLE 23

EXCHANGE OF INFORMATION ABOUT DEPARTMENTAL RESOURCES

Exchange	Never	Regularly	Occasionally	N/A
Subject Department Notifying Children's Library	20	5	3	1
Children's Library Notifying Subject Departments	12	3	11	3

To identify titles in adult departments that might be useful for duplication or for referral of users, central children's librarians examine titles in new book rooms, read reviews, and scan acquisitions lists. One librarian attends central library book meetings where significant new titles are presented; another contributes to an-house publication on new reference titles having general use. All newly processed books in one central library are displayed in the staff room for two days.

Three libraries reported programs to expand the use of all resources through staff in-service training. In each the central children's librarian reported an increase in the number of referrals or an increase in the requests from adult services staff for advisory assistance in serving the child or the child-

oriented adult. A few children's librarians in systems with a "Quick Reference" telephone services commented on the sudden awareness of its staff that children use the service and on the more belated discovery of the central children's library as a resource for questions from adults. Involvement of children's staffs in planning such services has been minimal, if at all.

BIBLIOGRAPHIC ACCESS

Several chiefs of central libraries recognized the value of the children's collection to the adult user, especially those needing a basic or simple treatment of a subject. There were also a number of instances in which respondents alluded to problems caused by a lack of awareness on the part of adult services staff of the range of children's collections. Examples were cited by children's services respondents of erroneous information given users by librarians unaware that children's collections encompass materials on contemporary social problems. In the latter case, part of the difficulty may lie with the lack of bibliographical access to the children's collections at the central library as well as policies that limit subject headings for children's titles. Very few libraries provide reminders or instructional signs to users of the main catalog that juvenile titles are not indexed or not fully indexed. The number of libraries providing full access (author-title-subject) in the main catalog is as follows:

Full Access	9 Libraries
Author, title, and subject for Non-Fiction only	2
Author-title Only	10
No Entries	8

Three of those now reporting full access have only recently begun this policy. One system planning a book catalog intends to integrate juvenile and adult subjects in one listing. Several commented that their projected book or microform catalog will make the juvenile collection more accessable. One observed that the exclusion had disadvantaged the adult user. However, another reported that juvenile materials will be excluded as an economy measure. Two systems with sizable research divisions reported that while the main catalog excludes juvenile entries, the research catalog includes them.

CHILDREN'S ACCESS TO ADULT DEPARTMENTS

The responsibility of the central children's library in meeting the child's information needs depends in part on the library's policies which permit children to use collections other than their own. The age at which users are issued adult cards or receive adult privileges varied considerably.

Universal Card	4 respondents
Grade 7	6
Grade 8 or age 13	7
Grade 9 or age 14	8
Grade 10 or age 15	1
Grade 12 or age 18	3

In two of the libraries who reported access at the seventh grade, one requires parent's permission, and the other grants full access unless a parent signs a form to the contrary. In three libraries intermediate cards are issued before adult privileges are granted at grade 12 or at age 18. However, in several libraries, practice has outdistanced policy in granting access.

TABLE 24

DISTINCTIONS MADE BETWEEN ADULT AND JUVENILE USERS

Collection or Policy	Yes	No	Don't Know
Assessment of Fines	23[a]	5	1
Use of Reserve/Request Services	6[b]	23	0
Use of Inter-library Loan Services	6	20	3
Use of Young Adult Collections[c]	1	13	1
Use of Adult Circulating Collections	13[d]	16	0
Use of Subject/Information Departments	4[d]	25	0
Use of Films/Projectors[e]	24	1	1

[a]Five have no fines on children's materials; one, no fines on children's cards. Others have lower fines or lower maximum fees.

[b]Three offer free service to children; three systems do not encourage children's requests.

[c]Fourteen have no separate Young Adult Department.

[d]Referral form or permission of librarian needed.

[e]Not available in three libraries.

Chiefs of Central Libraries were asked if they believed children's access to subject departments to be equal to that of adults. Seventeen said yes, and for several of these, children's unrestricted use represented a new policy. Ten said

the access was not equal with the reasons ranging from the child's need to have a referral form to the reluctance or inability of staff to serve children as effectively as adults.[1] Among those who felt children presented no problem, several commented on the ease with which many of the new reference librarians respond to children's informational needs. There was also expressed in various ways the belief that the child who can handle adult materials can also make his/her needs known.

Central children's librarians were asked to detail the procedures followed when a child's request for information can not be met within the department. With very few exceptions, this question was one that had obviously been of continuing concern. The remoteness of some children's libraries within the building, the age and persistence of the child, and whether or not he/she is accompanied by an adult were among the factors determining the procedure followed. The first response of the respondent was used in the following:

Give the child a referral form for a designated department	8 respondents
Telephone ahead to appropriate department	11
Accompany children to appropriate department	1
Refer child to appropriate department	8

The recent separation of one central children's library from the central subject departments has compounded this problem. It is almost impossible to expect a child to find his/her way to another building unless accompanied by an older person. One central children's librarian commented that many children have used up "their full quota of courage" to ask the question initially, and that the way should be eased as much as possible in the referral process. Several commented on the heavy adult use of many information departments and the possibility that a child could be by-passed. Several make a "courtesy call" to alert the department that they are referring a child with a particular need. The respondent in the system where the central staff has been trained to work in all departments indicated the problem is no longer an issue.

[1]One regrettable omission in this study was a question dealing with rating forms used for evaluation of staff performance. Obviously the staff of the central children's library must have the ability to serve all ages; whether or not this ability is considered necessary for adult services staff remains a question that must be dealt with if the integration of service envisioned by many administrations is to be effected.

CHANGES IN REFERENCE USE

Since 1970 seven more central children's libraries have begun to record reference statistics. At present twenty-two now use this measurement. One keeps statistics at prescribed intervals from which estimates are made; six do not use this measurement, although samplings are taken occasionally for a specific purpose. Some distinguish between in-person and telephone requests; others divide patron assistance and requests for information.

Excluding one library whose service was disrupted by building renovation, the fifteen recording reference use in 1970 and in 1975 or 1976 showed a percentage increase ranging from 17 to 961 per cent, with a median of 61 per cent. The increases can be attributed in large part to better recording systems, but substantial increases in actual use were also confirmed by the central children's librarians.

PROGRAMMING

"Providing books for children with eager reading appetites is easy, but it is difficult to compete successfully with the 'gang-buster radio thrillers,' blood and thunder cinemas, and comic weekly magazines. However, the children's librarian has no choice but to accept the challenge and stand or fall on the outcome."

----1940 Annual Report, New Orleans Public Library.

"Regular, unusual and exciting programs were planned for children as part of the Central Children's Room program. Crowds of children frequently accompanied by their parents filled the Children's Room. It was a welcome sight to an area where use and attendance had fallen."

----1975 Annual Report, Houston Public Library.

PROGRAMMING AND PROMOTION OF SERVICES

The distinction between educational and recreational programs may be determined only by the emphasis and carry-through of the staff conducting them. Children's librarians tend to lump both types under the all-inclusive term, programming. Most, if not all, children's coordinators expect that children's programs will leave a "residue", as one termed it, long after the experience is over and will further the goals of the library as an educational agency.

With one exception, the system children's coordinators reported that new children's programs are not offered first in the central children's library, unless the program is more appropriate to its special clientele. In the exception, the central children's staff has become essentially the programming cadre for the system as a result of staff reductions.

Perhaps the most dramatic change that has occurred in programming offered by the central children's library is the reduction in the number of regularly scheduled programs. In some systems this has resulted from the lack of a stable audience in the area adjacent to the library, an area often disrupted by freeway construction and school closures, and from staff reductions or the assumption of more system responsibilities.

USER GROUPS

The emphasis on the young child in our society has brought even more requests for programming for this age group that began to receive special attention after World War II. However, it is often the day care leaders or nursery school teacher who shepherds the group to the library for the story-activity session rather than the parent. One central children's librarian acknowledged that to insure an audience for a children's program during the weekday, groups needed to be contacted. The pattern followed by pre-school personnel in some areas is to schedule a visit to the local branch, with a follow-up to the central library.

Competition from other activities and a precocity nurtured by television were identified as factors in the failure to attract the eleven to thirteen year old in larger numbers. There was also the suggestion that many children's librarians are not equally effective in working the younger and older age groups, and that many favor the younger age group whose response is more immediate.

The child-oriented adult as an audience for programs is recognized in many libraries as a special responsibility of the central children's library. Several have offered programs for parents on children's materials with a response that ranged from fair to poor. Programs aimed at those with a professional concern--teachers, nursery school and day care aides, library staff--as well as parents have been generally more successful in attracting an audience. One central children's librarian reported that a request had come from adult students who asked for demonstrations of "what librarians do with children and books". Programs for parents appear to be more successful in a branch or an out-of-the-library setting, although in one central children's library a successful evening program was offered at the request of the public school's reading specialist for parents of children with reading problems.

PROGRAMS OFFERED

TABLE 25

RANGE OF PROGRAMS OFFERED 1970 to 1976-77 ON A REGULAR SCHEDULE

Program	Offered in 1970	Dropped since 1970	Added since 1970	Offered in 1976/77
Preschool Story Hours	19	7	3	15
Storyhours for School-aged children	17	12	1	6
Family Storyhours	1	1	2	2
Summer Reading Club	21	7	2	16
Puppet Plays	9	4	7	12
Creative Dramatics Sessions	2	2	4	4
Visits to Classrooms	19	4	3	18
Craft Programs	4	4	8	8
Film Programs	19	3	4	20
Book Discussion Groups	5	3	2	4
Read Aloud Sessions	4	2	2	4
Orientation Tours for Groups	23	1	2	24

The format of the children's program has also undergone a change. There are fewer traditional storyhours for the school age child, especially those above the third grade. Storytelling is more likely to be included in a program for a visiting school group or included as one of the activities in a program for the school-aged child along with a film, craft, game, or creative dramatics activity.

The decline of traditional storytelling, an art long cherished and nurtured in public library children's rooms, was of special concern to three central children's librarians who spoke of the need to give this art serious reconsideration as a unique offering of public libraries. Time is needed to develop the art to a level high enough to compete with the attractions of the electronic age. Several coordinators also spoke regretfully of having to discontinue the program when staff time and audience response could not be justified. In one library where the program was dropped, the few children who had responded were recruited as volunteers to assist in programs for the younger child. Several believed that the failure, in part, results from the reluctance of children's librarians to invest the effort necessary to develop this art when the rewards appear to be slight. Audience response is less immediate and the attendance figures are low in comparison to film and puppet programs. Pressure from administration and governing bodies for more impressive statistics tend to re-inforce the decision for other programs. One library revived storyhours for the older child and found a good response among children from minority groups with a tradition of oral literature. In another the program offered on Sunday afternoon drew a sizable audience including adults who accompanied their children.

When children's services respondents were asked to name a program or a service they would add to the central children's library, if it were possible, several mentioned a storytelling specialist (See Appendix VII). The position envisioned by one coordinator would include in-service training for staff and interested public as well as programs for all ages who wish to hear "the real thing." While acknowleding that the audience would be small in comparison to other programs, they believed that the objectives of children's services might be better served than through programs that draw large audiences who flock in and out without disturbing a book.

Because of the increased demand for programming and the decreases in staff, more films are used either alone or with other activities. One library provides two film series: one for primary grades, the other for older children who demand a more sophisticated style of filmmaking and content. There is also an increase in the one-of-a-kind program as well as the use of volunteers in programming. One central children's library in effect auditions volunteer programs for possible use in the branches. This practice represents another attempt to attract an audience that does not respond to more traditional fare.

The number of libraries reporting visits to classrooms suggests that resident population can still be found adjacent to the central library; however, in several instances, the remaining schools are often private with students residing in other neighborhoods.

The orientation tour for organized groups remains a continuing responsibility for the central children's library. This activity is viewed by staff at the central library variously as an opportunity, a burden, or an abomination. Favorable response appears to depend on whether or not accompanying programs can be offered, the subject department staffs approve, and the circulation staff is amendable to dealing with the confusion that results from lost cards and materials. Some consider it an opportunity (with another institution paying transportation costs) to attract children as future borrowers as well as the adults who usually accompany the group. Most of the libraries that had offered this program outside the taxing district have discontinued this courtesy.

CHANGES, 1970 to 1976-77

The importance of the central children's library in the system's programming depends on the staff presently available as well as the philosophy of the line supervisor. The response to changing conditions is varied. In one group programming has increased in number and variety throughout the system; in another reduced branch service hours have placed more responsibility for programming on the central children's library, and in the last, the cuts in the central staff have virtually eliminated all regular programming. In several libraries the choice has been between reducing public service hours or programs and services. In some cases, it has been necessary to do both. Stretching staff to cover public service hours restricts the times when programs can be offered. Not infrequently, the available times are not compatible with family leisure. Several libraries located near or within a civic or cultural center reported that Sunday afternoon programming has been successful, although difficult to arrange.

Among the program increases reported in the period, 1970-1975/76 were the following:

More programs and services for adults (parents, students, professional groups)	9 respondents
More outreach programs for children	7
More programs for children	5
Evening or Sunday hours added	4

Libraries also reported decreases in programming for the same period:

Reduced public service hours	9 respondents
Group visits reduced	8
Groups limited to taxing district	5

Only twenty of the libraries have program statistics for both 1970 and 1975 or 1976. The percentage of change for these libraries ranged from -73 per cent to 498 per cent, with a median of -1.5 per cent.

PERCEPTIONS OF ROLES AND FUNCTIONS OF THE CENTRAL CHILDREN'S LIBRARY

Because the primary objective of this study was to identify the role and functions of the central children's library, a listing of possible functions was not provided. The respondents were asked to identify the roles and functions as they perceived them to be. Undoubtedly the incidence of agreement among the three groups would have been higher had such a listing been provided. There were several questions in common asked of all respondents, and in addition, specific questions for each group that attempted to elicit supporting information.

CENTRAL CHILDREN'S LIBRARIAN

Central children's librarians were asked to rank in importance a number of user groups for which they felt a primary responsibility. Although asked to differentiate as much as possible, they were advised to consider the groups in terms of the first four and the last three whenever they expressed difficulty with the task.

TABLE 26

USER GROUPS RANKED IN ORDER OF SERVICE RESPONSIBILITY

User Groups	N-28	First Group of Four	Last Group of Three
School-aged Children		25	3
Pre-School Children		26	2
Parents		23	5
Elementary School Teachers		9	19
Teachers/Students/Researchers of Children's Literature		22	6
Adults in Community Groups or Agencies Concerned with Children		5	23
General Adult Reader		1	27
Other: Movie/TV/Advertisers		1	2
Authors/Illustrators/Designers			2
English As a Second Language			1
Mentally Retarded Adults			1

Appendix Table IV shows a more detailed ranking. For sixteen respondents, the following groups ranked in the first group of four: (1) school-aged children,

(2), pre-school children, (3) teachers/students/researchers of children's literature and (4) parents.

CHILDREN'S COORDINATOR

Children's coordinators were asked to identify the kinds of collections, services, and programs the central children's library was expected to provide as part of children's services.

TABLE 27

PERCEPTION OF THE CENTRAL CHILDREN'S LIBRARY AS PART OF CHILDREN'S SERVICES

Service/Program/Collection	System Coordinator	Branch Coordinator	Total
Collection Area	N-18	N-7	N-25
Collection Development/Reference Expertise in Children's Literature	18	7	25
Archival Function for Historical Collections	7	4	11
Special Collections for Special Needs: Handicapped, Foreign Language, etc.	6	2	8
Material Resource (Pool of Duplicates)	0	2	2
Classification of Juvenile Titles	1	0	1
Staff/Support for System			
Training	8	1	9
Demonstration Center for Staff In-Service Training	4	0	4
Development of new services	3	0	3
Advisory Role to Staff Serving Children	1	1	2
Developing/Coordinating Program Materials	0	1	1
Bibliographies for System Distribution	1	1	2
Professional Collections: Storytelling, etc.	2	0	2
Public Service			
Branch Function for Adjacent Population	8	1	9
Special Programs Not Held at Branches	9	1	10
Educational Programs for Adults	9	3	12
Service to Community Agencies	1	0	1
System's Service to Schools	1	0	1
Joint Programs with Other Central Departments	0	1	1

With the exception of the training and special programming functions, there appears to be little difference between the responses of the system and branch children's coordinators. It is possible that the practices established under a system coordinator will be perpetuated until personnel changes occur.

Children's coordinators were asked if the changes in the role or functions over the past six years had resulted in a lesser or stronger role for the central children's library within the context of children's services. Their responses are compared with the assessment of the administrative pattern by the central children's librarian.

TABLE 28

ROLE WITHIN CHILDREN'S SERVICES COMPARED WITH ASSESSMENT OF ADMINISTRATIVE PATTERN

Central Children's Librarian's Assessment of Administrative Pattern N-25	Role Within Children's Services as Viewed by Children's Coordinator			
	Stronger	Same	Changed*	Lesser
Satisfactory	5	3	4	2**
Less than Satisfactory	0	3	1	7

*Neither lesser nor stronger
**Recent changes promise a more active role in children's services.

The dependence of children's services on the central children's library for back-up reference and as a collection resource has existed since the beginning of the service. The coordinators were asked their opinion on whether programs for children and circulation of materials in the central children's library also had at present a high priority. Eighteen believed the priority to be high, even though several considered the priority to be lower than that of a branch library, and one assessed the priority to be equal to the reference function. (See Appendix V for the opinions of the other respondent groups on what the priority of these functions should be.)

CHIEF OF THE CENTRAL LIBRARY

A comparison of the role and functions of the central library and the central children's library as viewed by the chief of the central library is attempted in this section. It was assumed that chiefs of central libraries who had line responsibility would be more likely to view the role and functions of the central children's library as similar to that of the central library than those who did

not have line authority. As shown in Table 29, this was not a valid assumption. Respondents were asked to identify the role of the central library within the system as detailed by a goals and objective statement or their own perception. In broad terms responses can be grouped as follows:

Primary function is to support the branch system which has a better system for delivery of services.

Serves as a research/reference library with responsibilities divided between its special public and the system's public service outlets.

Leadership role in collection development and in initiating new services and programs, with system responsibility for reference and collection support.

The respondents were also asked to identify the collection, services, and program responsibilities that the central children's library was expected to assume as part of the central library. Responses to these questions were compared to the response given the previous questions dealing with the role of the central library. The roles and functions outlined for the central children's library were judged to be (1) identical to (or nearly so); (2) identical to, but with additional functions, and (3) different from those identified for the central library.

TABLE 29

PERCEPTION OF ROLE AND FUNCTIONS OF CENTRAL LIBRARY AND CENTRAL CHILDREN'S LIBRARY*

Line Supervisor N-26	Identical	Identical with Additional Functions	Different
Chief, Central Library	8	3	7
Children's Coordinator	2	3	0
Other	1	1	1

*Excluded were two line supervisors who assume no responsibility for collections or services, and one without a central library.

Although eleven chiefs of central libraries view the role and functions as identical or nearly so, five acknowledged that changes would have to be made before the central children's library could serve the same role as other central departments. Those who considered the role and functions to be identical, but with additional functions, identified those added functions as follows:

Leadership in children's programming for the system	3 respondents
Branch services for neighborhood residents	2
More program responsibilities	1
Educational function for adults (as opposed to information)	1

Seven of the eight respondents who view the role as different identified responsibilities similar to those assumed by a branch children's department. The other expected the central children's library to serve as a resource for subject loans to branches and to provide circulation and reference services for users of the central library.

The perception of the role and functions of the central children's library as expressed by chiefs of the central libraries was compared with the assessment of the administrative pattern by the central children's librarians.

TABLE 30

ROLE WITHIN CENTRAL LIBRARY COMPARED WITH ASSESSMENT OF ADMINISTRATIVE PATTERN

Central Children's Librarian's Assessment of Administrative Pattern N-25	Role of Central Children's Library As Viewed by Chief of Central Library		
	Identical	Identical/Added Functions	Different
Satisfactory	7	7	0
Less than Satisfactory	3*	0	8

*Chiefs of central libraries in three systems identified changes that would have to be made to accomplish this compatibility of roles; central children's librarians questioned whether the changes would affect adversely the role their department is expected to assume in children's services.

Respondents were also asked to indicate if the changes in the role and functions of the central children's library since 1970 had resulted in a lesser or stronger role within the central library.

TABLE 31

CHANGES IN ROLE WITHIN CENTRAL LIBRARY COMPARES WITH ASSESSMENT OF ADMINISTRATIVE PATTERN

Central Children's Librarian's Assessment of Administrative Pattern N-26	Role Within Central Library As Viewed By Chief, Central Library			
	Stronger	Same	Changed	Lesser
Satisfactory	11	0	2	0
Less than Satisfactory	1	6	3	3

Reasons given for a stronger role i cluded (1) better integration within the central library programs of services, (2) change of philosophy with new staff, and (3) functions now more compatible with those of the central library. New responsibilities and activities in other central departments were cited as reasons for the lesser role.

Chiefs of central libraries were asked to rank in importance to the central library's goals three statistical measures from the central children's library.

TABLE 32

MEASUREMENTS OF USE RANKED BY CHIEF OF CENTRAL LIBRARY

Measurement N-22	Rank in Importance First	Second	Third
Reference Questions Answered	11	8	3
Circulation for Home Use	9	8	5
Program Attendance	2	6	14

Seven could not rank the three, either considering all or two of the three to have equal rank. A few respondents admitted that the present emphasis on circulation may have influenced their ranking.

CHANGES IN OVERALL USE OF THE CENTRAL CHILDREN'S LIBRARY

The changes in the overall use of the central children's library in the past six years as viewed by the respondents in each library varied according to the emphasis given the various measures encompassed by the term "overall use". Respondents were encouraged to rely upon their impression of the changes, if they lacked factual data. When changes were reported, the respondent was asked to identify the reasons for the change.

TABLE 33

CHANGES IN OVERALL USE OF CENTRAL CHILDREN'S LIBRARY

Respondent Group	Number	Increased	Decreased	Same/Don't Know
Chief, Central Library	26	10	10	6
Chief, Branch Service	2	0	2	0
Children's Coordinator	24	9	11	4
Central Children's Librarian	28	16	7	5

Most central children's librarians considered the work load of the present staff, especially the demands for reference services, while many in the other two groups placed greater emphasis on circulation in reaching their conclusions on the kind of change that had occurred. The actual changes in the various measures of use together with the assessment of change in overall use by the three respondent groups are shown in Appendix V.

TABLE 34

REASONS GIVEN FOR DECREASED OVERALL USE

Reason for Change in Use	Chief, Central Library/Branches	Children's Coordinator	Central Children's Librarian
Environment (parking, crime rate, fewer attractions in central city)	8	2	2
Loss of Population and/or Schools in Area	3	5	2
Staff Changes/Reductions	2	5	0
More Demands for System Reference Services	2	3	1
Educational Level Lower/Less Reading	1	3	1
New or Improved Branch Services	0	2	3
Building Changes (Renovation/ Entrances Closed)	1	2	0
Change of Priorities	1	1	0
Reduction of Public Service Hours	0	1	1
Centralized Registration/ Circulation Procesures	0	1	0

TABLE 35

REASONS GIVEN FOR INCREASED OVERALL USE

Reason for Change in Use	Chief, Central Library/Branches	Children's Coordinator	Central Children's Librarian
More Adult Reference/ Educational Use	0	5	11
More Effective Programs for Children	3	4	5
More Children's Group Work	3	2	1
Improved Space/New Building	0	3	3
Decline in School Library Support/ Increased Teacher Use	1	1	1
Effective Public Relations/Improved Community Contacts	2	1	0
Service Area Responsibility Extended	0	1	0
Improved/Increased Staff	2	1	0
More Popular Collections	0	0	1
Centralized Registration/ Circulation Procedures	0	0	1
Increased Public Service Hours	1	0	0
Reduced Branch Hours	1	0	0
Cultural Center Location	1	2	0
More Families into the Area	0	0	1

Respondents in nine libraries agreed on the kind of change, whether increased or decreased, that had occurred; however, reasons varied among the respondents.

FUTURE EMPHASIS IN THE CENTRAL CHILDREN'S LIBRARY

TABLE 36

ROLES/FUNCTIONS TO BE DEVELOPED AND EXPANDED FOR THE FUTURE

Role/Function	Central Children's Librarian	Children's Coordinator	Chief, Central Library
Collection Area	N-28	N-25	N-28
Collection Development/ Reference Expertise in Children's Literature*	24	20	13
Improved bibliographic access to children's collections	1	3	4
Model Children's Literature Collection	0	1	0
Communication Center About or for Children	1	1	0
Integrated Media Collections/ Services	2	0	0
Staff/Support for Systems			
Training/Demonstration Center for Staff	5	8	4
Promotion of Collection/Services to branch and central staffs	0	0	1
Services for New Audiences	1	0	1
Advisory Role to Branch and Central Staffs	0	1	1
Coordination of Program Materials	2	0	0
Leadership in Programming**	5	4	3
Training Program for Volunteers	0	1	0
Public Services			
Service to Community Agencies	4	1	1
Educational Programs for Adults Concerned with the child or children's literature**	8	8	3
Branch Function for Neighborhood	7	5	6
Assistance to Authors/Illustrators	2	0	0
No Recommendations	0	0	2

* This response given by all respondents in 11 libraries.
**This response given by all respondents in one library.

CONCLUSIONS AND RECOMMENDATIONS

ROLES

The central children's library has two essential roles, whether or not they are consciously acknowledged. In any discussion, its role within children's services and within the central library must be considered. The extent of its responsibilities within each role depends on a number of factors but perhaps the most important is the perception held by the chief of the central library and the children's coordinator, both now and during its development. The strength of these roles has determined the collection policies, the rank and competency of staff, the relationships within the library system, and to a large degree, the support given its functions.

For the public the central children's library serves as a subtle reminder that the building of which it is a part is a service for all age levels within society, a reminder that is less subtle during campaigns for new buildings. Perhaps, most taxpayers would agree with one children's coordinator who commented, "This building that was built at great expense to the public should have within it some area for children."

In the past twenty-five years, its role in children's services and the central library has been affected by factors outside the library, such as the changing city environment and the growth of suburban libraries, the curriculum of students preparing for a professional role with children, the changed relationship with school libraries, and changing roles of both children's services and the central library within the system and region.

From the beginning of children's services in public libraries, the central children's library occupied a key position. It has been a collection resource, a center for staff training, a barometer of changing needs and patterns of use, a showcase for children's programming, and the stage for developing new services and programs. Its staff served as role models, and on most of the children's committees dealing with materials and services. In some libraries the central children's librarian has also served as the unofficial assistant coordinator of children's services. At times, these responsibilities conflicted with the role it was expected to assume in the central library. The remedy offered by the administration was often an organizational realignment, coming usually upon retirement of staff, which placed the central children's library under the

supervision of the central library or another administrative division. Whether or not this action strengthened its role within the central library depended upon the leadership of the chief of the central library in integrating children's services into the overall services, the rank and competency of its staff, and the support given its functions.

Several factors have hindered its integration into central library services. The architectural legacy from the era when its role within children's services received the greater emphasis has almost isolated the service in a few libraries. However, the psychological isolation is even more difficult to combat and requires both desire and effort to overcome. Unfamiliarity on the part of some chiefs of the central library of the service options available has resulted in the central children's staff developing priorities on the basis of their own perception of the department's roles and functions. The price of this autonomy is often a lesser role within the central library. There is even less likelihood now than formerly that within the ranks of supervisory personnel or professional peers, there will be staff with prior children's experience. The central children's staff cannot assume that central staffs understand the objectives of children's services and programs. Approaching this issue frontally is not, of course, always the solution, but failure to deal with it at all will affect adversely its relationship within the central library.

Its role within the central library is often seen as analogous to that assumed by a children's department in a branch library. There are responsibilities to the overall branch operation and its public, as well as primary responsibilities to a specific segment of the population. However, the role of the central library within the system places additional demands on the central children's library. As a collection and reference resource its function is the same as any other department, but its services must encompass those assumed by a popular library as well. This duality is outside the experience of most central staff and is easily misunderstood. The programming function is more dramatic and easily observed.

STAFFS

Crucial to the central children's library's fulfilling its role in either division is the rank and competency of the staff. Essential in both roles are administrative skills and the ability to integrate its services into two service structures and yet maintain its special strengths. This calls for an awareness of the priori-

ties of both divisions. The supervisor with the responsibility for selection of staff must also consider the essential needs of the other. The responsibilities in children's services for in-service training, whether formal or informal, selection of materials, programming, collection development and reference services require a caliber of staff equal to the demands. On the other hand, the needs of the central library must also be considered. High in importance should be the ability to relate services and collections to the goals and objectives of the central library, and to promote its resources to the central staff and its special public. While the two divisions share many concerns in common, their emphases and priorities may differ, depending upon the demands of the situation. Also the predilection of the central children's staff in favoring one activity or one public over another is as much a factor as it is in any other department.

In many ways, this position typifies what many administrations expect of a central library specialist: the ability to serve its special public and to extend its influence throughout the system. The children's services role requires experience to serve as a senior member in professional service; for its role in the central library, the ability to serve as a subject specialist in a collegial structure. If the central children's librarian is presently outside this structure, it will require the efforts of both the chief of the central library and the children's librarian to effect the change of habit and attitude necessary in some libraries.

The solution is not to transform the children's staff into a replica of the adult reference specialist in order to achieve compatibility. Actually, there may be a difference in the basic orientation of children's and adult reference librarians. Many among the former are conditioned to seek out new audiences through programming aimed for that purpose. The latter excells in serving those who have more or less identified a need for information. The experience of the central children's librarian in programming and community work could provide added strength in the attempts to broaden the service base of the central library.

Compared to branch children's services, the demands of the central children's library represents a change of priorities, with the reference function assuming more importance. The loss of a continuing audience for programs and the loss of familiarity with adult collections may make the position less attractive to branch children's librarians. Contact with adult users is often on a different basis

and places the central children's librarian in a role that demands some ability as an adult educator. It is surprising that this role has been so little recognized by the profession and often by the incumbent. Few central children's librarians are included in training programs designed to increase adult education skills, and this may in some instances result from their own decision. This role also sets them apart from other children's staff in the system to whom the relationship is often more close.

Children's librarians have lamented the lack of promotional opportunities that would permit them to continue in their speciality. However, there are very few, if any, opportunities for the head of any subject department or of a branch library that permit a continuation of a speciality. While it may be unreasonable for a children's librarian to expect opportunities not afforded other specialists, it is not unreasonable to expect to be considered for promotional positions on the same basis as any other speciality. All but one of the chiefs of the central libraries have come to their position from adult or technical services (See Appendix III). Because of the preference of many children's librarians to remain within the speciality, there may not be a large pool from which to choose. The recent practice of employing pre-professional staff in children's librarians' positions further lessens the possibility that staff with experience in children's services will be appointed to administrative positions.

FUNCTIONS

The functions of the central children's library are identified as follows: (1) as a collection resource for children's literature, (2) a circulating agency for neighborhood and/or the metropolitan area, (3) a reference and information service, (4) an educational (programming) agency for all age level of users and (5) a center for in-service training, either on a formal or informal basis.

Collection Function. The collection resources function of the central children's library may be recognized more widely within children's services than it is in the central library. Not all chiefs of the central library consider this function to be significant, nor have all central libraries developed collections that can adequately serve this function. If libraries are to build on strength in this era of networks, the uniqueness of this collection should be explored. One library discovered through this process that the children's literature collection was one of two strong subject fields held by the library.

The use of the children's collection depends upon the bibliographic access, the policies governing duplication of adult titles in the subject field, and the cooperation of staff in identifying titles to be retained and in promoting its use. A few administrators and trustees question whether such collections are appropriate for a public library in the present climate, and the investment in improving the bibliographic access is not encouraged. Children's staff argue that such an investment pays dividends in reference use. However, in the budget cuts in the past few years, special indexing to collections has fallen behind in many libraries. Children's librarians accustomed to calling the central children's library for information not accessed through traditional cataloging may soon feel the effect caused by this neglect. Children's fiction and picture books until rather recently have been given few, if any, subject headings. The central children's library attempted to provide for the system the access needed for reference and bibliographic service. Even now, children's books are given subject headings that purport to serve the needs of children and which suffice for the majority of libraries. The needs of the adult user may require the expertise of librarians having access to a broad collection and to the special indexes in most central children's libraries. An exploration into the possibilities of cooperative effort among libraries in accessing collections for special use should be explored.

The added responsibility as a collection resource pool for the system, if not adequately supported, may affect the department's ability to serve its other role and functions. Inevitably this responsibility will compete for space, budget, and staff time.

Circulation Function. During the golden years of the 1950's, the central children's library bolstered the circulation of the central library. Unfortunately the renewed emphasis on circulation comes at a time when the proportion of children to adult population has returned to its pre-World War II level, changes in the central city have become more pronounced, and in a few systems when new branch construction has siphoned off the general library user to allow the central library to serve as a reference/research facility.

Within children's services, however, this function is still important in two-thirds of the libraries recording separate statistics. In sixteen libraries the circulation rank of the central children's library is in the upper third of all agencies circulating children's materials.

In the present climate, the central children's library needs to exploit all avenues of circulation, because in some instances, its level of staffing depends upon it. As noted in the body of the report, one-third of the central children's libraries must also assume a branch function for the resident population around the central library. If, however, this responsibility takes precedence over all other functions, such as the collection resource or system reference, the central children's library not only will fail to meet its present responsibilities to the system but also will lack a foundation on which to build and expand the other functions when, or if, population patterns change.

Reference Function. The reference function of the central children's library is considered by the children's coordinator to be basic to its role within children's services. Designating one collection as the resource for single copies or little used materials frees the branches to develop collections to serve the general needs of children and adults. Chiefs of central libraries, often oriented to reference service, generally place a higher value on reference statistics than on program attendance.

The reference use of the central children's library has increased in actual statistics, in addition to the increases resulting from better methods of recording. The libraries who have figures only for the past two or three years also reported that this use has increased. To maintain the collection for this function, however, requires an investment of staff time to increase the bibliographic access to the retrospective collections. Many of the children's services respondents lamented the backlog in accessing these collections which in some instances are sitting on shelves in basements or packed away in boxes stored in other buildings. The lack of opportunity for staff to work with these materials precludes their use by the public.

The policies governing cataloging of children's materials, the location of adult titles in the subject field, the public service hours of the department, and the level of staffing provided determine the availability of the reference service. The awareness of the central and extension staff of its resources, the policies governing access by branches, the ability of the staff to promote this function to its potential audience will determine the level of use. Perhaps it is in this function that the interdependence of the central children's library with other departments within the library is most apparent.

Programming (Education) Function. The emphasis given this function in children's services has traditionally been heavier than that in adult services where the reference function receives a high priority. The number of adult education programs initiated in several of the central libraries in the past several years is a recognition of the importance of this function in broadening the service base and in meeting library objectives.

Excluding those libraries with children's literature departments, the programming activities of many central children's libraries showed gains or less percentage loss than the percentage loss of staff. The experimentation in programming, intended to attract the non-user, has led some libraries into providing programs that appear to differ in objectives from those previously offered for children. The priority given this function may be at the expense of other functions, but children's staffs are generally firm in their belief that programming is the basis for reference and circulation services.

That present electronic marvel, the television set, is seen as much a rival for the child's attention as the moving picture show and radio serial were in their time. Its effect on programming, especially in the storyhour for the school-aged child, is most apparent. Many children's librarians are hesitant to risk the investment of time to develop the art of storytelling when their efforts might be rejected. Some library programs--classic films, for instance--rival the fare on television; others attempt to provide what it can not offer: participation in an activity in the company of other children with an interested adult in attendance.

The central children's library is in a unique position, because of its location and space, to offer the special one-of-a-kind program for both children and child-oriented adults, and many do offer this kind of program. If there is also a regular audience in attendance, the central children's library can serve as the initiator and developer of new programs and services, buttressed as it is by several subject--and usually age-level--specialists.

The educational objectives of children's programs are not always understood by the central adult staff and lacking this understanding may fail to lend the kind of support necessary to achieve the benefits to the library the program is expected to bring.

In addition to programming for children, the central children's library is usually expected to assume considerable responsibility for the system's programming for adults concerned with children's literature or with the child. In view of the increased demand for programming at a time when staffs in many libraries are being reduced, there is a question whether strict age level programs are always necessary or, indeed, appropriate. Some programs can be designed on the basis of subject rather than age appeal.[1] One chief of the central library encourages joint sponsorship of educational programs by various departments in the central library. The central children's library has been involved in programs for audiences ranging from children in the middle grades to and including adults. The benefits to staff in planning such programs are obvious, and considering the lack of opportunities for participation as a family, the programs may fulfill as well a valid social need.

Training Function. The central children's library has been concerned principally with training of the library staff. This function has had lesser importance over the past several years, in some instances through disuse because no new staff has been added. However, the central children's library can and does serve as a demonstration area or a place where in-service training is provided. Only two or three libraries have a training position within children's services. Where the central children's library service differs greatly from branch children's service, initial training in branches is considered a more effective practice.

The informal and sometimes unobtrusive teaching role of the central children's librarian, both for the children's librarian seeking casual advice involving professional practice and the adult services staff seeking materials to provide information for their users, should be recognized as the valid contribution that it is.

[1] A refocusing of programs offered only to children may need to be made if staff support is expected. Library programs for children rather than children's library programs suggest that all staff share the responsibility for their success.

The division between training for in-house staff and educational programs for the adult public may not always be necessary. Two libraries reported past experience with a series of programs for librarians (both adult and children's services), teachers, and parents. There may be, in fact, advantages in considering the different approaches to children and their literature in some of the training sessions.

Although these functions can be placed in priority depending on the needs of the public and the ability of the library to respond, they can not be ignored in establishing policies for the central children's library. If the functions are assigned to other departments or agencies, less effective service or duplication of effort may result. Assigning the responsibility for the collection resource function to another department, for instance, would require that staff support accompany the assignment if the function is allowed to serve at an effective level. Dispensing with the reference function which is dependent on staff expertise and bibliographic access could result in less service to the public, or in several children's librarians attempting to provide this service which at a branch level would probably have infrequent use.

Obviously, the setting of priorities for the central children's library can not be done without the involvement of staff affected by its roles in the central library and in children's services. This discussion is critical to the line supervisor's understanding of the effect various policies will have on departments of the central library and on extension agencies.

How the functions are placed in priority rank will differ from library to library and will depend on a variety of factors, among them:

Role of the central library within the system.
Role of the central children's library in children's services.
Priorities of the system, the central library and children's services.
Competencies and rank of the central children's librarian.
Support available for children's services or the central library.
Central city environment.
Collection development, past and present.
Unique needs within the system, region and state.

It is important that all operate with the same priority ranking in mind. The central children's library cannot expand or contract its role within one division without the other being affected. If its collection is reduced, its role within children's services may be impaired. If it is expected to take a leadership role in initiating new services for children, its function as a central library service may be affected, unless, of course, support is added for the expansion of this function.

Whatever affects the central library or children's services will be felt in the central children's library. The building of branches to serve the popular needs of the population in the area calls for a reassessment of priorities for every central department, including the children's library. The commitment to information service may bring a different clientele to the central library, one who has need of special children's collections. Reductions in staff may mean the los. of a competency basic to a particular function. Changes in priorities demand that the central children's library (as well as the central library) examines its policies and procedures to determine if they are hospitable to the audience it hopes to serve.

AUDIENCES

The actual and potential audience of the central children's library includes children throughout the city and adults concerned with children or their literature. There must be a recognition not only of the changes affecting children and their families, but also the effect that these changes have on public service hours, programming, and the location of subject departments. In most central children's libraries the proportion of adult use to children's is higher. Child-oriented adults, like other adult users, have the mobility to use collections best suited to their needs.

The central children's library has a responsibility for the child who comes to the central library, either in providing direct services or in insuring that the child's needs are met. Fur her, its staff must be allowed to serve in an advocacy role when policies and services are established for the central library. Decisions may not always favor children's use, but their effect upon children should be stated in order that any disadvantages can be countered whenever possible. Children are ranked high as a primary responsibility by practically all central

children's librarians. In a third of the libraries in which the department has branch responsibilities, this emphasis will continue to be fairly strong. For several of the others, however, a re-evaluation of service priorities should be taken to discover if the best use of present resources is being made. The needs of children using the central library, the strength of the branch programs, its role within children's services, and the priorities of the central library may demand a difference alignment of functions. There were some indications in this study that direct service to children from many central children's libraries may be less effective than service to adults who assume responsibility for the child's care, education or social development. Children's use has declined, while adult use of the special collections is growing.

The characteristics of the actual or potential adult users of the central children's library vary considerably. In one group are the students in professional training who are accustomed, as well as motivated, to using libraries, although they may lack the awareness of the range of materials or bibliographic aids available. Like the child motivated by a school assignment, they come seeking help and information. The majority of the central children's librarians ranked these users in the first group for whom they felt a primary responsibility, and also indicated that use by this group had noticeably increased during the past six years.

The other group concerned with the child and his/her development includes parents, staff of social and educational agencies, teacher aides, etc. While parents were ranked in the first group of four, community agencies fell in sixth place, after elementary teachers. Nearly all respondents indicated that use by community agencies had increased. The needs of this group are less defined and often do not fit neatly within the subject divisions of the library. In many instances, they lack an awareness of materials and an ability to cope with the intricacies of classification and location covering the subjects in which they have a potential interest or need. Children's librarians are accustomed to working with children who must be encouraged to come to the library and who need special encouragement after they come. However, the needs of this group can best be served on an inter-departmental basis. Materials about the child, including government documents, may be located in as many as three or four departments. One chief of the central library believes the library is in a unique position to serve as a resource for parent education. The central library with its

various subject specialities has the collection expertise to support the development of system services. However, central libraries in the larger systems may consider this service to be more appropriate for a regional library.

If an inter-departmental approach is not feasible, the central children's library should consider various approaches to this group whose needs may differ from those of the more aggressive children's literature student, and are perhaps less professionally interesting. For both groups of adults, out-of-building contacts may be a necessary investment of time, especially for the latter group concerned with the child. Expansion of services to the parent working in the central city being considered by two systems may increase the number of children served by the central library who are never seen.

ADMINISTRATIVE ORGANIZATION

All respondents in the libraries where the children's coordinator serves as the line supervisor (six libraries) and seven of the nineteen libraries in which the chief of the central library serves as the supervisor rated the administrative pattern as satisfactory. If an understanding of the roles and functions of the central children's library is present, the selection of one supervisor over the other is probably not a critical issue. As several respondents noted, the responsibility for the section of staff may be the major source of conflict.

The two roles of the central children's library can not be ignored either in placing it within the administrative structure or in its supervision. To do so will result in staff frustration or less effective service to a segment of the population, or both. There were indications that whenever the role of the central children's library was perceived by the chief of the central library to be fairly identical to that of other central departments, the central children's librarians assessed the administrative pattern as satisfactory. When the role was considered as different, or when its role within children's services conflicted, the central children's librarian identified problem areas in the administrative pattern. In libraries where the roles within children's services and the central library were rated as strong, the central children's librarians more often assessed the administrative pattern as satisfactory.

There are two rather recent developments in administrative patterns affecting children's services: *the children's literature department in two library systems* and the decentralization of children's services in eight systems brought about by the administrative division of central and branch children's services. In the establishment of a children's literature department, the library recognizes that the needs of adults concerned with children's literature and, to a lesser degree, with the child are as valid as the needs of the business or science community or students of history or genealogy. Educational programs for adults are given first priority, while children's services and circulation receive a lower emphasis. One system has retained a collection which can be easily expanded to support traditional services to children should the central city or user habits change. In both systems population adjacent to the central library has practically disappeared. One advantage in this development is that staff can be selected to develop the reference function and services to the adult. However, previous experience in more traditional children's services is necessary to give the breadth that this role demands and to lend support to the other functions which cannot be totally ignored.

The decentralization of children's services which places the children's coordinator under the supervision of the chief of branches may result in a stronger role within the central library for the central children's library. Its role within children's services, however, is now defined by the prescribed relationship of any central department to a branch library which may change the priority ranking of its functions. There is no "coordinating" position to insure an involvement in branch children's service although this may continue on an informal basis at the inclination of the children's librarians and at the pleasure of the line officers. If provisions are not made to allow the central children's library to continue its role in children's services, fragmentation and duplication of service and collections may result. Libraries that have been able to inculcate the view that central and branch positions carry equal prestige will probably find this organizational pattern more workable.

In those libraries where the chief of branches serves as the line supervisor, the influence of central children's library in the central library would be expected to be less strong. It is impossible to make a generalization from a sample of two, especially when other conditions are so markedly different. One has no children's coordinator and no selection meetings; the other attends no meetings

of the central library. Both are in libraries with centralized circulation desks and some of the use statistics are included with those of the central library. However, it may be fair to say that in both instances the role within branch services is not noticeably stronger, if at all, than its role within the central library.

In systems without a children's coordinator's position, the role of the central children's library is somewhat affected. For one library, the collection function has had to encompass system responsibility for selection of materials, and for the other two, involvement in this responsibility has increased. Perhaps the greatest problem in this pattern, alluded to by three respondents, is that the responsibility for nurturing relationships with city-wide organizations and groups concerned with the child may not be assumed by other staff. Responding to requests for library representation from these groups is not difficult to arrange, but unless the library maintains a continuing relationship these requests may become less frequent.

In considering the various organizational patterns and the problems with children's services related by administrative staff during this study (and over the years) this interviewer now questions whether the problems stemmed from a mutual misunderstanding of roles rather than solely from the personalities of the principals involved. Obviously the organizational status of the central children's library should be considered on the basis of its roles and functions rather than the personalities or competencies of the present (or past) staff. The administrative status of other departments within the central library does not depend on the present chief of the central library nor on the staff of the department. Elimination of a problem by organizational change may be tempting, but the effect on the service may be irrevocable.

AREAS FOR FURTHER STUDY

The suggestion growing out of this study that children's services staff place a higher priority on the educational role than adult services staff who consider the informational function paramount to library services needs to be explored more fully. If this assumption is valid, it may explain the differences in the felt need for regular in-service training sessions and in the approach to the selection of materials. These are often areas of conflict between children's staff and the administration. The rejection of the approved buying list for

children's collections in several systems, for instance, may be a reasonable action for those who place the information-reference function in a higher priority than the educational function.

Regrettably the personnel performance rating for the central children's librarian was omitted from this study. Added insights might have resulted from a comparison of the measures considered most important by supervisors of children's services, the central library, and other administrative staff responsible for the central children's library. Several children's coordinators mentioned that they did (or did not) contribute to the rating. The ability to serve all ages of users is not only necessary for the children's librarian, but has become increasingly so for the adult services librarian. The use of the performance rating as a means to improve service and the ability of supervisors to counsel and reprimand constructively will become increasingly a matter of concern in libraries.

Several children's respondents and a few chiefs of central libraries believe there is a strong relationship between circulation and programming for children. In one branch library's experience, the fourth year with a well-qualified children's librarian, active in the community, showed the most gains in circulation and program attendance. The children's literature departments report an increase in reference use, but a decrease in circulation. The user habits of adults concerned with the child need to be considered separately from adults concerned with the literature. A comparison of programming in fairly comparable libraries, one directing programs to children only, the other to the adult concerned with the child could prove to be useful in allocating resources for the programming (education) function.

A comparison of the authority of system children's coordinators in a staff position and the children's specialist under line supervision to the chief of branches could reveal some of the advantages or disadvantages of the organizational patterns. The latter position is, in some instances at least, a manifestation of the administration's belief that staff positions lead to difficulties for the organization. Has this changed pattern given the branch children's specialist the necessary authority to implement more easily the children's programs? Is the problem one that can be corrected by changes in the administrative pattern?

The degree of job satisfaction expressed by branch children's librarians in systems with and without a children's coordinator's position could identify some of the advantages and disadvantages in these two administrative patterns.

The involvement of some public libraries in supplying materials for schools or classroom teachers as the support for school libraries declines suggests that school-public library relationships may be drifting to the pre-federal funding period. A follow-up report on the projects described in Total Community Library Service[1] would be helpful in suggesting service alternatives. The combined elementary school - public library project (Britannica Project) which has been in operation for a few years in Vancouver, British Columbia, and the community library in the planning and discussion stage in the District of Columbia Library are among those that should be included in the updated report. The ESCA grant received by the New York Public Library to provide print and nonprint equipment with a book catalog of adult and children's materials for a pilot school should also contribute to the experience in this area.

[1] Total Community Library Service. Report of a Conference Sponsored by the Joint Committee of the American Library Association and the National Education Association, edited by Guy Garrison. Chicago: Americam Library Association, 1973.

APPENDIX TABLE I

LIBRARY SYSTEMS INCLUDED IN THIS STUDY

Library	Exceptions in the Three Respondent Groups
Atlanta Public Library	No Children's Coordinator's Position
Baltimore (Enoch Pratt Free Library)	
Boston Public Library	No Children's Coordinator's Position
Brooklyn Public Library	
Buffalo-Erie County Public Library	Chief of Central Library Ill; Director interviewed
Chicago Public Library	
Cincinnati-Hamilton County Library	Acting Children's Coordinator interviewed
Cleveland Public Library	
Dallas Public Library	Central Children's Literature Position vacant
Denver Public Library	
Detroit Public Library	
District of Columbia Public Library	Acting Children's Coordinator interviewed
Houston Public Library	
Kansas City Public Library	
Los Angeles Public Library	
Memphis-Shelby County Public Library and Information Center	Coordinator's Position vacant
Milwaukee Public Library	
Minneapolis Public Library	No Children's Coordinator's Position
New Orleans Public Library	Acting Branch Children's Coordinator interviewed
New York Public Library	
Philadelphia Free Library	
Pittsburgh (Carnegie) Library	Combined Children's Coordinator-Central Children's Library Position
Portland-Multnomah County Library Association	
Queens Borough Public Library	Acting Chief of the Central Library
San Francisco Public Library	
St. Louis Public Library	
Seattle Public Library	
Toronto Public Library	No Central Library; Acting Head of Resources Division interviewed
Vancouver Public Library	

APPENDIX TABLE II

TENURE OF RESPONDENTS IN THEIR PRESENT POSITIONS

Respondent Group	Number	Had Position in 1970	Did not have Position in 1970
Chief, Central Library	27	7	20
Children's Coordinator	25	14	11
Central Children's Librarian	28	10	18

APPENDIX TABLE III

PROFESSIONAL BACKGROUND OF LINE SUPERVISOR OF CENTRAL CHILDREN'S LIBRARY*

Previous Position	Chief, Central Library	Children's Coordinator	Chief, Branch Services	Head, Subject Division
Head, Subject Division	8	0	0	1
Coordinator, Adult Services	3	0	0	0
Chief, Branch Services	2	0	0	0
Branch Librarian	1	3	0	0
Head, Regional Branch	2	0	0	0
Assistant Children's Coordinator	1	1	0	0
Children's Librarian (Branch)	0	1	0	0
Children's Librarian (Central)	0	0	0	1
Children's Librarian (Bookmobile)	0	1	0	0
Program Coordinator	0	0	1	0
Materials Specialist	1	0	0	0
Head, Technical Services	0	0	1	0
Position in another system	1	0	0	0
Assistant Head, Acquisitions	0	1	0	0

*Includes Library with dual supervision of Central Children's Library.

APPENDIX TABLE IV

RANKING OF USER GROUPS BY CENTRAL CHILDREN'S LIBRARIANS

Groups N-28	1st	2nd	3rd	4th	5th	6th	7th	Other
School Aged Children	18	4	1	1	3	1		
Pre-School Children	5	17	2	2	1	1		
Parents	1	2	14	6	3	2		
Teachers (Elementary)	0	1	1	7	11	6	1	1
Teachers/Students/Researchers of Children's Literature	4	1	8	9	1	5		
Community Agencies	0	3	1	2	8	12	1	
General Adult Reader	0	0	0	1	1	1	22	3

APPENDIX TABLE V

COMPARISON OF PRIORITIES FOR CIRCULATION AND PROGRAMMING IN CENTRAL CHILDREN'S LIBRARY AND BRANCHES

Respondent Group N-28	Same/ Higher	Lower	Lower on Programming	Same/Higher on Programming	Same as Reference
Chief, Central Library	14	7	1	0	5
Central Children's Librarian	8	11	2	4	3

APPENDIX TABLE VI

PERCENTAGE CHANGES IN FUNCTIONS OF THE CENTRAL CHILDREN'S LIBRARIES, 1970-1975-76*

Circulation N-28	Reference	Programs Attendance	Pre-professional/ Professional Staff	Collection	Overall Use Change as Viewed By: Central Children's Librarian	Child. Coordinator	Chief, Central Library
115%	61%	-18%	-14%	20%	Increased	N/A	Decreased
49%	N/A	N/A	-60%	86%	Increased	Increased	Increased
30%	961%	34%	250%	44%	Increased	Increased	Increased
16%	25%	78%	No Change	30%	Increased	Increased	Increased
10%	114%	36%	10%	11%	Increased	Increased	Increased
5%	132%	408%	-25%	33%	Increased	N/A	Increased
-2%	116%	-40%	-60%	23%	Increased	Decreased	Decreased
-6%	N/A	-51%	-25%	19%	Decreased	Increased	Same
-10%	N/A	-60%	-22%	19%	Decreased	Decreased	Decreased
-11%	N/A	359%	-16 2/3%	12%	Increased	Increased	Decreased
-12%	N/A	10%	-66 2/3%	27%	Don't Know	Decreased	Decreased
-12%	41%	-1%	-16 2/3%	4%	Same	Decreased	Same
-20%	17%	6%	-75%	23%	Increased	Increased	Don't Know
-20%	N/A	54%	33 1/3%	23%	Don't Know	Increased	Increased
-22%	31%	-52%	35%	10%	Don't Know	N/A	Decreased
-26%	N/A	-18%	No Change	N/A	Increased	Increased	Increased
-31%	N/A	N/A	100%	No Change	Increased	Decreased	Decreased
-31%	17%	121%	-28%	-4%	Decreased	Decreased	Increased
-34%	N/A	-14%	-25%	7%	Increased	Same	Same
-35%	41%	N/A	-20%	3%	Increased	Decreased	Decreased
-43%	26%	-35%	-50%	6%	Increased	Decreased	Decreased

APPENDIX TABLE VI CONTINUED

Circulation N-28	Reference	Programs Attendance	Pre-professional/ Professional Staff	Collection	Overall Use Change as Viewed By: Central Children's Librarian	Child. Coordinator	Chief, Central Library
-45%	73%	-18%	-27%	20%	Decreased	Decreased	Same
-50%	N/A	N/A	N/A	40%	N/A	Decreased	Decreased
-65%	898%	-52%	-14%	-40%	Decreased	N/A	Decreased
N/A	N/A	N/A	66 2/3%	178%	Increased	N/A	Increased
N/A	73%	-2%	No Change	33%	Same	Same	Same
N/A	N/A	-97%	No Change	2%	Increased	Don't Know	Increased
N/A	N/A	N/A	10%	3%	Decreased	Decreased	Decreased

*One Library excluded because of building renovation during this period.

APPENDIX TABLE VII

FIRST CHOICE FOR SERVICE OR PROGRAM ADDITIONS TO THE CENTRAL CHILDREN"S LIBRARY

Function/Service/Program	Central Children's Librarian	Children's Coordinator	Chief, Central Library
	N-28	N-25	N-28
Collection Area			
More media in collections/programs	3	2	8
Collection Development for new role	0	0	1
Child Care Collection for Parents	1	0	0
Examination Center of New Materials for Staff and Public	0	1	0
Staff/Support Services			
Storytelling/Programming Specialist	5	3	1
Children's Literature Specialist	2	2	0
Staff to expand present activities	0	0	1
Foreign Language Specialist	1	0	0
Staff for Branch Function	0	1	0
Cultural/Educational Program for Staff and Public	0	1	0
More Support for System's Service	0	1	0
Space for Programming	0	1	0
Evening Public Service Hours	0	0	2
Restoration of Film Services	0	1	0
Decentralized Circulation/ Registration Procedures	1	0	0
Public Services			
Educational Programs for Adults	5	9	3
More Services to Community Agencies	1	0	1
Services to Children with Special Needs	2	1	0
Reading Skills Program for Children	1	1	1
More Programs for School Aged Child	2	1	1
More Programs for Pre-School Child	0	0	1
Traditional Storyhours	2	0	0
Puppet Programs	1	0	0
More Group Tours	0	0	1
No Recommendations	1	0	7

First response or more important response, as indicated by respondent, was used.

No agreement observed among respondents in any of the libraries.

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